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ABSTRACT

This guide was written to provide educational practitioners with a convenient, comprehensive, accurate source of information about evaluation training materials. Criteria for inclusion in this guide were (1) that the product was developed by a federally funded laboratory or research and development center; (2) that the product, or some part of it, covers the evaluation process or an evaluation skill; and (3) that the product provides evaluation training of some type. Summaries describing 38 products designed by seven research and development laboratories were presented. Each summary includes the product title, intended users, type of evaluation addressed, approach to evaluation, main emphasis, goals, and objectives, main activities, provisions for use, adaptability, related products, cost, availability, history and evaluation, and related comments. An index classifies materials by three major characteristics: intended use, focus of materials, and type of evaluation. (MV)

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A Consumer's Guide to Evaluation Training Materials

developed by Educational Laboratories and R & D Centers

A N. I. E. PUBLICATION

TM006 478

Prepared by Far West Laboratory for Educational Research and Development in collaboration with the Measurement and Methodology Division of the Basic Skills Group of the National Institute of Education.

A CONSUMER'S GUIDE TO EVALUATION

TRAINING MATERIALS

developed by Educational Laboratories
and R & D centers

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January, 1977

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A PERSPECTIVE ON EVALUATION FOR ASSESSING EVALUATION CURRICULA

The educational practitioner at the state and local level is called upon to design programs to monitor the development of pupil progress and to assess and evaluate educational interventions. Federal, state and local officials, representatives of interest groups, and parents demand that such programs be accountable in both the management of activities and in the outcomes of student participation.

The concerns for accountability, accurate assessment of pupil and program outcomes, the inadequate state of the art in measurement, methodology and evaluation call into question the nature, purpose, quality and utility of evaluation efforts. Furthermore, confusion is added by the existence of a multitude of evaluation models each suggesting its own definition of evaluation and embracing its own group of followers.

The NIE does not advocate any one definition of evaluation at this time, but the following perspective might be entertained: that central to the concept of evaluation is the function of judging value or worth. Inherent in this concept is a strategy or set of activities oriented toward providing objective, valid, reliable and relevant data or information to better carry out the function of judgment. Assuming "good" judgments depend upon valid information, evaluation is dependent upon the disciplined inquiry of generating, analyzing, interpreting and applying data and making appropriate use of findings. Constraints, therefore, upon the state of the art in the evaluation inquiry can severely limit the validity of judgments that can be achieved.

WHAT ARE THE PROBLEMS IN EVALUATION?

1. Federal mandated evaluation requirements are not having the desired results. In spite of evaluations carried out, there is little evidence that feedback from evaluation is having a substantial impact on policy decisions.

2. Federal (Congressional) expectations for conclusions regarding the effectiveness of educational interventions and for the validation (ascertainment of best) of educational products still exist, regardless of the state of the art in assessment measurement and methodology.

3. State and local needs for accountability of expenditures, pupil and program progress, and outcomes far exceed the number of personnel capable of conducting evaluations and the availability of evaluation training materials to train additional personnel.

4. Inadequacy of the state of the art in assessment and measurement and demands by interest groups for improved assessment techniques and procedures to insure unbiased evaluation in their thrust towards educational opportunity.

5. Inadequacy of state of the art in methodology as characterized by inability to draw causal inferences in non-experimental research (& evaluation), technical problems in aggregating data in large scale research and evaluation, or to solve technical problems in conducting multiple-program, multiple-project evaluations.

6. The questionable extent to which obtained evaluation data is used by decision makers in a variety of contexts because of human, social, political, and organizational factors.

7. The lack of clarity, understanding and empirical evidence regarding what research and evaluation can and cannot do and confusion with regard to their differences.

8. Inadequacy of the state of the art in evaluation characterized by the proliferation of evaluation models and approaches (28 different models) each with its own following and no empirical evidence to determine the extent to which the models are theoretically and operationally different, or for what goals and purposes they are best suited.

To address these problems, the Measurement and Methodology Division of NIE has articulated two goals:

- To increase knowledge about evaluation theory, methodology and practice.
- To support the development of materials, techniques and products for the training of administrators and teachers to conduct evaluations at the state and local educational levels.

In view of the above goals, NIE and the FWLER&D have joined in a collaborative effort and carried out an analysis of evaluation training materials developed by Educational Laboratories and Research and Developmental Centers. The major outcome of this collaboration is the production of this Consumer Guide to Evaluation Training Materials developed by federally funded laboratories and centers.

· Introduction

WHY THE CONSUMER'S GUIDE WAS NEEDED

During the past decade, the pressure on educators to increase the effectiveness of education, to assure quality, and to be accountable for the usefulness of every dollar spent has increased dramatically. In response to this pressure, educators have been actively seeking ways to find out what education should be achieving, what it is in fact achieving, and, if there is a difference, how to tell what needs to be changed.

The traditional approach to evaluation, which perceives it as ending with the collection and analysis of data, is not sufficient to meet the needs discussed above. The variety of new evaluation philosophies and techniques often fails to enlighten and adds to uncertainty. Which one should one choose, and how can one master it?

Evaluation needs and perceptions have been only slowly reflected by training programs in higher education (the traditional source of educational training). Furthermore, evaluation competence is often needed by people for whom it is not convenient to go back to school.

However, as these needs have become apparent, a variety of organizations, from Educational R&D Laboratories and Centers to University Departments of Education, to commercial publishers, have seized upon one

aspect or another of the problem of lack of evaluation competence and trained personnel and developed materials and programs intended to help solve it. Consequently, there now exists an array of products which address the need for training in evaluation skills in a variety of ways.

Thus, the educational manager is faced with a number of problems:

- he or she often does not know what evaluation training materials are available;
- product specifications often do not communicate exactly what the product is intended to do, and with whom it is to be used;
- product descriptions do not always make clear their scope and requirements in terms of time, money, and commitment;
- there is little information available on how successful the product is, and under what conditions.

Furthermore, those who are responsible for making decisions about what kinds of evaluation training development should be supported have no systematic and comprehensive information on what areas are covered, how well they are covered, and in which areas materials are unavailable.

There is an undeniable need for convenient, comprehensive and accurate sources of information about evaluation training materials. Although catalogues and resource lists exist in which many of these products are described, there is no single source which will help a prospective user solve all the problems we have just discussed.

We have attempted to help meet these information needs in two ways: (1) by preparing a technical report* which analyzes areas and types of educational evaluation and provides a conceptual framework of the evaluation

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* Technical Report No. NIE/E/3.2, "Analysis of Evaluation Training Materials: Gaps and Overlaps in Coverage of Areas and Types of Educational Evaluation," Far West Laboratory for Educational Research and Development, San Francisco, California, 1976.

process and the educational domain in which educational evaluation can be performed; a classification of the evaluation training materials in terms of this conceptual framework and an interpretation of this classification in terms of gaps and overlaps in coverage; and a discussion of possible configurations of use of specific training materials to meet individual training needs, and (2) by compiling this Consumer's Guide.

WHO WILL USE THE CONSUMER'S GUIDE

This Guide was written to help users meet the needs described on the previous page. Users will probably include: school administrators, other school staff members who have been asked to participate in an evaluation or coordinate evaluation efforts, and school or community people serving on evaluation committees; program or product developers who need to test their work; and entry professionals preparing for careers in education. However, the primary users of this Guide will be professionals who need materials to train other people in the various dimensions of educational evaluation.

CRITERIA FOR INCLUDING MATERIALS

Our first criterion for inclusion in this Guide was that the product be developed by a federally funded Laboratory or R&D Center. This stemmed from NIE's desire to gather information on products whose development it had supported before exploring those developed by others. It is anticipated that in an extension of this project, we will be able to present materials developed by University Departments of Education, commercial publishers, independent developers, and others.

The second requirement was that the product being presented, or part of it, cover some aspect of the evaluation process or some skill used therein.

Obviously, this definition is rather broad, since under the heading "evaluation" people may include anything from needs assessment and planning to techniques for analyzing data and assessing outcomes or selecting decision alternatives.

Most materials address either the tasks involved in a given stage of evaluation, such as summative or outcome evaluation; or a skill, such as selecting an appropriate design. We also specifically limited our selection of materials to those which deal with some aspect of the educational process (curriculum, goals, programs, etc.), rather than with the assessment of personnel involved in that process.

Finally, to be included in this Guide, a product has to provide evaluation training of some kind. There are numerous statements, studies, reports, and other works which may meet the other two criteria, but which are intended to explore the subject of evaluation, propose an approach or philosophy, or simply report evaluation findings, rather than teaching the user to do something. All the materials described here are specifically oriented towards performing functions in the evaluation process, and most have provision for user involvement.

KINDS OF MATERIALS INCLUDED IN THE GUIDE

Materials are presented here at three hierarchical levels--program, component, and modular, depending on their degree of appropriateness and separability from other materials or configurations of which they may be parts.

The program level includes groups of related products. Materials at this level may have various titles ("program," "series," "system," "resources"), depending on the developer. Not all agencies have organized product development in this way, however. Products may be parts of systematized programs, or they may exist simply at the component level. A component is

a product which can stand alone. Again, titles may differ. For some developers, "system" refers to materials of this type; for others, "series, or the component may be a numbered section of the program, or simply be named. A component mentioned as part of a program will be described in its own right if it includes evaluation training, while those program components which do not will be omitted. Most components are divided into sections of some kind. If these sections can also be used independently--as modules--and focus on evaluation training, they may be presented separately as well. We have tried to indicate the level of a product by the extent of indentation of its name in the list of materials on p. 13 and on the lists that precede each set of product descriptions. In those lists, program level products are aligned farthest to the left, component level products are intermediate, and modular level products are aligned farthest to the right.

WHAT'S IN THE GUIDE

The Guide to Evaluation Training Materials presents information in two forms: summaries of the materials, and an index which classifies them in terms of the information most likely to be used in making a choice.

The Index (p. 16)

The index is designed to help the user quickly locate the summary (or summaries) describing the evaluation training materials which best fit his or her needs or purposes. To do this, the rows of the index classifies materials by three major characteristics: intended users, focus of materials, and type of evaluation. The columns of the index indicate the "name" (i.e., laboratory or R&D center developer and

sequence number, such as CEPM-4) of the product. It is not necessary to know what the acronym for the developer (e.g., CEPM) stands for in order to locate the product summaries in the Guide. Since the product summaries are ordered in the Guide alphabetically by developer acronym and sequentially by number within each developer section, it should not be difficult to locate the desired summary. Simply turn to the section of the Guide devoted to the appropriate developer and then turn to the appropriate sequence number within that section. The product "names" (i.e., developer acronym and sequence number) are indicated on the upper right hand corner of each product summary page.

The first of the three major characteristics indicated in the rows of the index, intended users, helps one locate products which should be considered if one belongs to or is working with a particular group of users (teachers, administrators, community people, etc.). Many of the products have been specifically designed for use by more than one kind of people; however, if a product is not listed under a specified group, it does not necessarily imply that the product would not be appropriate, but only that the product developer did not identify that group as being the intended user.

The second characteristic, focus of materials, helps one to locate products which address one or several specific content areas (curriculum, instrumentation, attitudes, etc.) which are part of or associated with evaluation. The third characteristic, type of evaluation, assists the user to locate products which address the stage or type of evaluation in which he or she is interested: needs assessment, planning, formative, or

summative evaluation. (See p. 9 for descriptions of these types of evaluation.)

For greater usefulness, the index is located after the list of training materials, and before the summaries which describe them.

The Summaries (p. 17)

This version of the Guide includes 38 products developed by seven R&D laboratories or centers: the Center for Educational Policy Management (CEPM); the Center for the Study of Evaluation (CSE); Far West Laboratory for Educational Research and Development (FWL); the Northwest Regional Educational Laboratory (NWRL); Research for Better Schools, Inc. (RBS); Southwest Educational Development Laboratory (SEDL); and Southwest Regional Laboratory (SWRL).

Sections which include all products by a given agency are arranged alphabetically according to acronym. Each product is identified by the initials of its developer and a number (CEPM 1 = the first listed product developed by the Center for Educational Policy Management). This arrangement was selected so that new products can be easily added, and new agencies included, without having to change page numbers.

Format

The summaries themselves have a uniform format to make it easier to compare them. The description of each product is presented under a number of headings, which are intended to cover all those aspects of it which a prospective user would need to know to make a choice. Although we have tried to use layperson's language wherever possible, there are times when only a specialized term will adequately convey the desired

meaning. For this reason, the next two pages present a sample product summary, with an explanation of the kind of information to be expected under each heading.

Sources of Information

Information about the materials in this Guide came from two main sources-- the agencies which developed them, and the materials themselves. In some cases the developers sent information directly, in others, our summaries were based on descriptions which developers had already written for others (primarily the NIE Catalogue, and the Educational Dissemination and Linking Agent Sourcebook). Information about the products, and our comments about them, were also derived from a careful reading of the actual materials.

No matter where the information originally came from, completed summaries were sent to the developing agencies for comment and revision. This work was done during the summer and fall of 1976, and the information in this Guide is as accurate for this time as we can make it.

SAMPLE PRODUCT SUMMARY

PRODUCT TITLE (INITIALS if any)
(name of larger program product is a part of, if any)

INTENDED USERS

The target audience, or people at whom the product is most specifically aimed, and for whom it will presumably work best.

TYPE OF EVALUATION ADDRESSED

The stage or type of evaluation and/or evaluation skills for which training is being provided in this product. The main stages or types of evaluation which may be listed are:

a) preformative - needs assessment, context assessment, program planning, and any other activities which take place before or early in the development of a product or program.

b) formative - evaluation which takes place during product or program development or which is intended to improve a program which is currently in operation;

c) summative - evaluation which takes place after a product or program has been completed and put into operation, whose purpose is to determine its worth and provide information for the decision on whether to continue or terminate it.

The main skill areas which may be listed are:

a) technical - instrument development, research design, data analysis;

b) interface - interpersonal relations, communication of evaluation results;

c) administrative - planning, coordinating, or monitoring the evaluation process.

APPROACH TO EVALUATION

The basic assumptions about the nature and purpose of evaluation upon which the developers of this product have based their work.

MAIN EMPHASIS

A brief summary of product content, which should indicate, among other things, what proportion of the materials are devoted to evaluation training.

GOALS AND OBJECTIVES

What the materials are expected to teach a user to do.

MAIN ACTIVITIES

What sorts of things the user will be doing to enable him to achieve the objectives--this heading would include specific learning tasks or the instructional approach used.

PROVISIONS FOR USE

A. Format: Possibilities include workshop, self-instructional, college course, on-the-job training, etc.

B. Personnel: This section indicates who, in addition to the learner must be present for learning to take place.

C. Product Components: The number, nature, and titles of the physical materials involved, including handbooks, instructor's guides, worksheets, and any other required materials.

D. Resources: Any other items, aspects of the setting, etc., which are necessary to use the materials. Possibilities here would include a meeting room of a certain size, copying facilities, etc.

E. Time Span: How long it takes the average user to complete the materials.

F. Conditions of Use: Conditions which should be present in order for the materials to be used effectively, particularly any commitment or attitudes which should be present in users or those responsible for the training.

ADAPTABILITY

A brief indication of any environments or user groups other than those for which the materials were originally intended with which they can be successfully used.

RELATED PRODUCTS

Other evaluation training materials which are similar or related to this one.

COST

How much it costs for the materials themselves or for implementation of a program of which they are a part.

AVAILABILITY

Where to write to obtain the materials or information about them.

HISTORY AND EVALUATION

A brief account of how the materials were tested or otherwise evaluated, with the results. This information may not be available for all products.

COMMENT A note by the developers of this Guide which includes any information about the product not covered under any other heading.

USING THE GUIDE

The Guide can be used in a number of ways. One can, of course, simply leaf through it to gain an understanding of what kinds of evaluation training materials exist. However, most users will probably prefer to go straight to the products which are most likely to meet their needs. This can be done by using the Index to identify the product summaries in which one is interested and then turning to them.

For example, suppose Dr. Mary Powers is the superintendent of a medium-sized school district whose Board has just decided that the Jr. High curriculum needs evaluation. The budget will not allow the district to hire an outside professional to conduct the evaluation, so Dr. Powers is in the market for some way of teaching her own staff to do the job. She starts out by consulting the Index on p.16 . By checking the section headed "Intended Users," she discovers a large number of materials which are intended to be used by school staff members. She then moves down to "Focus of Materials" to find out which of these products are aimed at curriculum evaluation, and to "Type of Evaluation," which will tell her which materials cover formative and summative evaluation.

By this time, she has narrowed her list down to a half dozen or so products which fulfill all three criteria. They are identified by a cryptic set of initials and numbers. Having read the Introduction to this Guide, she learns that the initials stand for the developer's name, and that sections for each developer are arranged alphabetically. So when she wants to find CSE 5 and 6, she simply turns to the fifth and sixth product summaries in the Center for the Study of Evaluation section, reads them, notes such information as cost and provisions for use, and

then goes on to look at FWL 3, and RBS 5, and compares them all. When she has figured out which of these programs is likely to meet her district's needs, she can write to the address given under "Availability" for the product itself or for more information about it.

We hope that all users of this Guide will find it as helpful as Dr. Powers did.

If you have suggestions for improvements in the content or format of this guide, we invite you to send them to:

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Instructional and Training Systems Program
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

or,

Dr. Daniel Antonoplos
Basic Skills Group
Measurement and Methodology Division
National Institute of Education
1200 Nineteenth Street, N.W.
Washington, D. C. 20208

Note: The products described in this Guide are intended to be illustrative, and the developers' claims for effectiveness have not been reviewed by the Joint Dissemination Review Panel.

• Training Materials in this Guide

Center for Educational Policy Management (CEPM)

1 School Planning, Evaluation, and Communication System (SPECS)

2 A Systems Analysis of a School District (SPECS I)

3 Program Planning, Evaluation and Communication (SPECS III)

4 Community Based Broad Goal Definition (SPECS IV)

5 Assessing Achievement of the District's Broad Goals (SPECS V)

6 Strategies of Organizational Change System

7 Technology for Organizational Change Specialists

Center for the Study of Evaluation (CSE)

1 The Evaluation Technologies Program

2 CSE Evaluation Workshop I: An Orientation

3 CSE Evaluation Workshop II: Needs Assessment

4 CSE Evaluation Workshop III: Program Planning

5 CSE Evaluation Workshop IV: Implementation Evaluation

6 CSE Evaluation Workshop V: Progress Evaluation

7 CSE Evaluation Workshop VI: Outcome Evaluation

8 CSE Elementary School Evaluation Kit: Needs Assessment

9 CSE Needs Assessment Kit

10 CSE Program Planning Kit

11 CSE Program Evaluation Kit

Far West Laboratory for Educational Research and Development (FWL)

1 The Educational Management Program

2 Analyzing Problems (Unit 2)

3 Evaluation for Program Improvement (Unit 5)

4 Development, Dissemination, and Evaluation (DD&E) Training Resources

5 DD&E Series 1: Planning

6 DD&E Module 1.1: Problem Definition and Specification of Outcomes

7 DD&E Module 1.2: Consideration of Alternatives

8 DD&E Module 1.4: Introduction to Evaluation

9 DD&E Series 2: Information/Data Collection and Organization

10 DD&E Module 2.2: Data Management

11 DD&E Module 4.4: Review, Tryout, and Revision

12 DD&E Series 5: Evaluation

13 DD&E Module 5.2: Measurement and Testing for Developers and Evaluators

14 DD&E Module 5.3: Design of Evaluation Instruments

15 DD&E Module 5.4 Planning and Implementing Evaluation

16 DD&E Module 5.5: Evaluation Problems

Northwest Regional Educational Laboratory (NWREL)

1 Objective Analysis and Planned Change Series

2 Research Utilizing Problem Solving (RUPS)

3 Preparing Educational Training Consultants (PETC) series

4 PETC:3 - Organizational Development

Research for Better Schools, Inc. (RBS)

1 Inventory for Curriculum and Instructional Improvement

2 Handbook of Comprehensive Planning in Schools

3 Surveying Your Community

4 Pupil Perceived Needs Assessment Package

5 Evaluating a Curriculum Program

6 Curriculum and Instruction: Planning Improvement

Southwest Educational Development Laboratory (SEDL)

1 CALIPERS

2 A Developmental Process

Southwest Regional Laboratory (SWRL)

1 Instructional Product Research

2 Instructional Product Development

Index to Training Materials

Summaries

CENTER FOR EDUCATIONAL POLICY MANAGEMENT

(CEPM)

1 School Planning, Evaluation, and Communication System (SPECS)

2 A Systems Analysis of a School District (SPECS I)

3 Program Planning, Evaluation, and Communication (SPECS III)

4 Community Based Broad Goal Definition (SPECS IV)

5 Assessing Achievement of the Community's Broad Goals (SPECS V)

6 Strategies of Organizational Change System (SOC)

7 Technology for Organizational Change Specialists

SCHOOL PLANNING, EVALUATION, AND COMMUNICATION SYSTEM (SPECS)

INTENDED USERS

School district professional staff, the community, and the board of education

TYPE OF EVALUATION ADDRESSED

Needs assessment, planning, and formative and summative evaluation

APPROACH TO EVALUATION

In this system, the purpose of evaluation is to provide a basis for educational managers and community representatives to assess how well programs are meeting goals and decide how to improve them.

MAIN EMPHASIS

1. Providing information, budgeting and cost accounting, defining goals, and procedural guides/work aids.

2. Needs assessment, goal setting, decision-making, resource allocation, monitoring, and evaluation.

GOALS AND OBJECTIVES

1. Enable school personnel and community representatives to plan, implement, evaluate, and replan programs using actual performance data.

2. Enable users to understand and deal with instructional programs, finance, organization structure, and support systems.

MAIN ACTIVITIES

1. Identifying interrelationships of district's programs.

2. Developing a program budgeting and cost accounting system.

3. Developing an instructional program planning and evaluation system.

4. Identifying community defined educational goals.

5. Identifying consonance gaps between district outputs and community goals.

PROVISIONS FOR USE

A. Format: Workshops, courses, and consultation sessions.

B. Personnel: It is recommended that a school district administrative staff member coordinate all SPECS activities. Outside consultant help will be

needed for 10 to 15 days during the first year of implementation. The system requires the involvement of all professional staff.

C. Product Components:

I - A Systems Analysis of the School District (CEPM 2);

II - Program Budgeting and Cost Accounting (not covered separately);

III - Program Planning, Evaluation, and Communication (CEPM 3);

IV - Community-Based Broad Goal Definition (CEPM 4); and

V - Assessing Achievement of the District's Broad Goals (CEPM 5).

D. Resources Needed: Materials to help school personnel implement the system, consultant's manual, and overview booklet.

E. Time Needed: Three to five years are required to implement all five components of SPECS.

F. Conditions of Use: A high level of commitment is necessary from administrative staff and teachers. Implementation requires several steps:

- District-wide planning committee determines specific implementation strategy;
- Implementation plan identifies time-lines, needed resources, program areas for initial attention, and monitoring processes;
- Initial implementation efforts (i.e., in-service sessions, information sharing efforts); and
- Initial activities identified in plan made operational.

A phased-in strategy appears to be more successful.

ADAPTABILITY

1. SPECS can be used by entire school districts, single building, or single programs within an organization.
2. The five components may be used individually or as packages in any sequence.
3. SPECS materials may be used outside of the SPECS format.
4. Although developed specifically for school districts, SPECS can be used in any educational organization, i.e., community college.

RELATED PRODUCTS

RBS Handbook of Comprehensive Planning in Schools; RBS Evaluating a Curriculum Improvement; CSE Evaluation Workshop III; IV, V, and VI: Evaluation; and CSE Evaluation Kits on Formative Evaluation and Outcome Evaluation.

COST

One year pilot implementation in one or two schools in district for approximately $3,000 for Components 1, 2, 3, and 4, plus computer costs needed to implement Component 2.

The Overview booklet--SPECS: What It Is and What It Does--costs $3.00.

AVAILABILITY

For information on the current status of this system, write:

Center for Educational Policy and Management
University of Oregon
1472 Kincaid Street
Eugene, Oregon 97401

John M. Nagle, Project Director

HISTORY AND EVALUATION

Development of SPECS began in 1969, and has proceded through completion of the final field test in August, 1976. During this period, the system was used in thirteen school districts distributed among seven states, all of which contributed to its formative evaluation, revision, and refinement.

Three reports on the SPECS pilot project in South Lane School District in Oregon are now nearing completion. For information on their availability, contact the CEPM Editor.

COMMENT

Evaluation is given a prominent place in the program planning and development cycle presented in the SPECS materials. The materials themselves are attractive, introduce the content clearly, and have an abundance of examples and illustrations. The relationship of the various system components to each other is easy to understand. The content materials are accompanied by well-designed workbooks for each activity which provide step-by-step guidance for the user.

A SYSTEMS ANALYSIS OF A SCHOOL DISTRICT (Component One of SPECS)

INTENDED USERS

District personnel involved in planning, budgeting, and cost accounting.

TYPE OF EVALUATION ADDRESSED

Evaluation Planning and pre-formative evaluation for educational programs.

APPROACH TO EVALUATION

The purpose of the systems analysis described by this component is (1) to provide information about a district's current array of instructional and non-instructional functions, activities, or programs, and (2) to specify the levels of programs in the district's program structure for which cost data and program outcome and process data will be documented.

MAIN EMPHASIS

This component provides for the collection and display of information about the district's current state.

GOALS AND OBJECTIVES

The systems analysis provides information on the basis of which educational managers can make effective decisions in regards to planning, budgeting, and cost accounting.

MAIN ACTIVITIES

Activities include the collection and visual display of information regarding the district's instructional and non-instructional functions, activities, and programs--what they are, where and when they occur, who is responsible for each, and, most important, how they are interrelated.

PROVISIONS FOR USE

A. Format: District Function Questionnaires and Descriptions, the current Fiscal Chart of Accounts, interviews, and consultations.

B. Personnel Needed: Administrative personnel familiar with planning, budgeting, and cost accounting.

C. Product Components: Component One: A Systems Analysis of a School District provides descriptions of three alternative approaches to implementing Component One.

D. Resources: Other components of SPECS.

E. Time Span: Less than one year.

F. Conditions of Use: A commitment is needed by those involved with planning, budgeting, and cost accounting.

ADAPTABILITY

Although intended for public school districts, this product has also been useful to personnel at the community college level, and may also be adapted to other educational institutions.

RELATED PRODUCTS

Other components of SPECS

COSTS

Component One: A Systems Analysis of a School District -- $2.00

AVAILABILITY

To order materials, write: Center for Educational Policy and Management
University of Oregon
1472 Kincaid Street
Eugene, OR 97401

HISTORY AND EVALUATION

All components of the SPEC system have been thoroughly tested (final field testing was completed August 31, 1976), and formative evaluation data used for product revision. Testing took place in thirteen school districts and seven states. No information on testing of individual components was available.

COMMENT

Materials for Component One are clear and attractively presented. This component's relevance to evaluation lies in the area of planning--finding out just what needs to be evaluated. The approach may be used at the district, building, or classroom level. Component One assumes that users are familiar with or have a way of learning basic flowcharting techniques.

INSTRUCTIONAL PROGRAM PLANNING, EVALUATION, AND COMMUNICATION (Component Three of SPECS)

INTENDED USERS

District program staff.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation.

APPROACH TO EVALUATION

The purpose of the evaluation activities covered in this product is to provide information on the basis of which educational managers can make decisions on ways of improving an educational program.

MAIN EMPHASIS

This component features procedural guides and other work aids which will help users in goal setting, selecting processes, evaluation, and communication.

GOALS AND OBJECTIVES

Main goals are the production of program planning and evaluation documents. Users will be able to write instructional goals and objectives, select processes to achieve them, evaluate actual outcomes compared to desired outcomes, make recommendations to improve instructional programs, and disseminate information about effective methods and materials.

MAIN ACTIVITIES

Activities include writing instructional goals and objectives, selecting program methods and materials for implementing them, and collecting and interpreting data about actual student performance.

PROVISIONS FOR USE

A. Format: Working in on-the-job situations, workshops, in-service training courses, and consultative sessions.

B. Personnel Needed: Program staff.

C. Product Components: SPECS 3: School Planning, Evaluation and communication system; Instructional Program Summary Plan; Record of Instructional Program Objectives; Weekly Lesson Program Summary Report.

D. Resources Needed: Other components of SPECS.

E. Time Needed: One to three years, depending on the scope of activity undertaken.

F. Conditions of Use: A high level of commitment is needed from Board, administration, and professional staff. Less time will be needed to use materials if staff is already acquainted with program planning and evaluation.

ADAPTABILITY

Although intended for program staff in a public school district, this product should be useful to program staff in community colleges and other educational institutions.

RELATED PRODUCTS

Other SPECS components, RBS: Handbook of Comprehensive Planning in Schools; and FWL: Evaluation for Program Improvement.

COST

Instructional Program Summary Plan and Report, 40¢ each, one per teacher per program.;
Record of Instructional Program Objectives, $1.15 each, one per teacher per program;
Weekly Lesson Plans, $1.00 for 40 weeks for one program, one per teacher;
$1.15 for 40 weeks for up to three programs, one per teacher;
Record of Student Performance, $2.50 each, one per teacher;
SPECS 3 booklet, $3.00 each.

AVAILABILITY

To order materials, write:

Center for Educational Policy and Management
University of Oregon
1472 Kincaid St.
Eugene, Oregon 97401

HISTORY AND EVALUATION

All components of the SPEC system have been thoroughly tested (final field testing was completed August 31, 1976), and formative evaluation data used for product revision. Testing took place in thirteen school districts and seven states. No information on testing of individual components was available.

COMMENT

These materials are attractive and clearly presented. All procedures are carefully explained, and the workbooks (Instructional Program Summary Plan, Record of Instructional Program Objectives, Lesson Plans, Record of Student Performance) are well organized.

COMMUNITY-BASED BROAD GOAL DEFINITION (A Component of SPECS)

INTENDED USERS

Citizens within a school district.

TYPE OF EVALUATION ADDRESSED

Needs assessment/goal setting

APPROACH TO EVALUATION

The eventual purpose of evaluation activities covered in this product is to provide information upon which decisions about educational programs can be based.

MAIN EMPHASIS

Broadly defining the community's goals and expectations (so that subsequent evaluation activities can be realistically oriented).

GOALS AND OBJECTIVES

Main goals are to provide means for citizen participation in setting broad educational goals. Users become familiar with the nature of instructional programs and procedures involved in needs assessment and goal setting.

MAIN ACTIVITIES

Involving representative sample of citizens in generating and reviewing a set or structure of broad educational goals.

PROVISIONS FOR USE

A. Format: Interviews, citizen meetings, and surveys.

B. Personnel: Professional staff to work with community members in developing the broad goals.

C. Product Components: Materials include a "procedural guide" for developing community-based broad goal definition, and a detailed description of one possible strategy.

D. Resources Needed: Other components of SPECS.

E. Time Needed: Four to twelve months, updated periodically thereafter.

F. Conditions of Use: A commitment to citizen input on the part of School Board and professional staff.

ADAPTABILITY

Although these materials are intended for use within a school district, they would probably be usable in any setting where a community with educational needs exists.

RELATED PRODUCTS

Other components of SPECS.

COST

A. The time of support staff and professionals involved in working with the community;
B. SPECS 4: Community-Based Broad Goal Definition, $2.00, and
A Supplement to the Component Four Implementation Booklet: Broad Goal Definition in Emerald School District, $4.00

AVAILABILITY

To order materials, write:

Center for Educational Policy and Management
University of Oregon
1472 Kincaid St.
Eugene, Oregon 97401

HISTORY AND EVALUATION

All components of the SPEC system have been thoroughly tested (final field testing was completed August 31, 1976), and formative evaluation data used for product revision. Testing took place in thirteen school districts and seven states. No information on testing of individual components was available.

COMMENT

The Implementation booklet uses a question and comment format to outline the basic procedures involved in Community-Based Broad Goal Definition. The Supplement provides a case history illustrating use of the procedures and giving examples of results. Taken together, these materials would appear to give a reasonably complete picture of what needs to be done; however, experience and sensitivity in community relations and knowledge of the community involved should be prerequisites for committee membership. Advice on how to deal with stresses and problems is not provided.

ASSESSING ACHIEVEMENT OF THE DISTRICT'S BROAD GOALS (Component Five of SPECS)

INTENDED USERS

School district Boards of Education and staff members with experience in program planning and evaluation.

TYPE OF EVALUATION ADDRESSED

Needs assessment and formative evaluation.

APPROACH TO EVALUATION

The purpose of evaluation as approached by this product is to provide information on the basis of which Boards of Education can make decisions about educational policy, priorities, and alternatives.

MAIN EMPHASIS

1. Providing information on how well the district's educational program fits with and achieves community goals.

2. Nature of and procedure involved in needs assessment and formative evaluation activities.

GOALS AND OBJECTIVES

The main goal for users of this component is the production of a periodic report identifying specific district needs and setting priorities for dealing with these needs. In order to do this, users must be familiar with the purposes and procedures involved in needs assessment, evaluation, establishing policy for setting priorities, and choosing alternatives.

MAIN ACTIVITIES

1. Receiving summarized program education data.

2. Becoming familiar with the community's broad goals.

3. Determining the extent to which program evaluation data do or do not indicate community goals are being achieved.

4. Developing recommendations to meet needs presented by gaps between the program evaluation data and community goals.

PROVISIONS FOR USE

A. Format: Committee discussion and Board action.

B. Personnel: Use of person responsible for SPECS implementation, task force or committee.

C. Product Components: The Component Five Implementation Booklet: Assessing Achievement of the District's Broad Goals.

D. Resources Needed: Other components of SPECS program.

E. Time Needed: Two months initially, review periodically.

F. Conditions of Use: Users must have completed other components of SPECS or similar systems.

ADAPTABILITY

This component is intended for use by School Boards in a district; however, it should also be usable by similar policy-making and management bodies, such as Boards of Directors or Regents for colleges, advisory committees, etc.

RELATED PRODUCTS

Other SPECS components.

COST

A. Time of participants and support staff.

B. SPECS 5: Assessing Achievement of the District's Broad Goals, $2.00.

AVAILABILITY

To order materials, write:

Center for Educational Policy and Management
University of Oregon
1472 Kincaid Street
Eugene, Oregon 97401

HISTORY AND EVALUATION

All components of the SPEC system have been thoroughly tested (final field testing was completed August 31, 1976), and formative evaluation data used for product revision. Testing took place in thirteen school districts and seven states. No information on testing of individual components was available.

COMMENT

Component Five provides guidelines and suggests forms for organizing and interpreting information produced by the preceding component activities or their equivalents. The case history example given covers one program at one school; no example of application of this method to an entire array of district goals is given. The suggestions for what to do with the information once it has been reported are brief, but good.

STRATEGIES OF ORGANIZATIONAL CHANGE SYSTEM

INTENDED USERS

This system is intended primarily for use by consultants, organizational change specialists, and other school personnel involved in planned change or improvement of organization's effectiveness. It may also be used by professors and students in Education.

TYPE OF EVALUATION ADDRESSED

Formative and summative program evaluation for educational programs, interpersonal skills, organization.

APPROACH TO EVALUATION

The purpose of the evaluation activities in which this system trains its users is to gather information and make decisions which will help them increase the effectiveness of their organization.

MAIN EMPHASIS

1. Providing information and building understanding; skill/competence training; and procedural guides/work aids.

2. Communication, problem-solving, decision-making, goal setting, conflict resolution, designing training, evaluation, and providing support to organizational change specialists.

3. Techniques for implementing normative and structural change.

GOALS AND OBJECTIVES

Main goals of the system include:

- Providing information and building understanding of important concepts and dimensions of organizational functioning;
- Teaching skills and procedures to enable school people to increase the effectiveness of groups and organizations;
- Building into the school system a capacity for organizational development; and
- Providing school personnel with tools for evaluating what they are doing.

MAIN ACTIVITIES

Reading and listening to presentations, participating in structured exercises, and working in on-the-job situations.

PROVISIONS FOR USE

A. Format: Workshops and working in on-the-job situations.

B. Personnel: members of an already established staff group. Availability of a trained or prospective organizational change specialist is desirable.

C. Product Components:

- Handbook (to be revised 1977) Theory and Research of Organizational Development;
- Technology for Organization Change Specialists; and
- Descriptions and Human Support for Organization Change Specialists.
- A bibliography of shorter articles.

D. Resources Needed: Organizational Development in Schools, by Matthew Miles and Richard Schmuck, University Associates, La Jolla, Ca., 1971, $7.50.

E. Time Needed: Variable, depending on which components are used.

F. Conditions of Use: Variable, depending on which components are used.

ADAPTABILITY

Usefulness of each component is roughly limited to its intended users. Components can be used individually or as a group.

RELATED PRODUCTS

NWRL Instructional Systems for Professional Development, Component III, Objective Analysis and Planned Change; IV, Interpersonal Relations; and V, Preparing Educational Training Consultants.

FWL Development, Dissemination, and Evaluation Training Resources: modules in Series 1, 2, 3, 4, and 5.

COST

Each component is priced separately.

AVAILABILITY

For information on product availability, write:

Center for Educational Policy and Management
University of Oregon
1472 Kincaid Street
Eugene, Oregon 97401

Director, Richard Schmuck

HISTORY AND EVALUATION

The Strategies for Organizational Change project began in 1967, and has tested its materials in over twelve elementary schools, three junior high schools, and two senior high schools. Project staff have also engaged in short term consultations with schools, industry, etc. using these techniques to gain informal evaluation data. The extensive field testing served as a basis for formative evaluation of each component, and the conditions and requirements which must be present or met for success were specified.

COMMENT

Project evaluation was aimed at testing the ability of the system to meet its major goals--promoting organizational change, rather than at finding out how well the materials help teach specifically evaluational skills. Such skills must be considered in relation to the major thrust of the product.

The developer provided the reviewers with two of the major resource materials which are part of this system: Organization Development in Schools, and the Handbook of Organization Development in Schools. These two books present the theory, rationale, and basic concepts of the approach, some case studies illustrating its application, and sample questionnaires, checklists, and other instruments to use. Organizational information and examples of user exercises were not available for review, so it is not possible to tell how much applied skills training is included in addition to the strong conceptual and affective content. It appears that the participation of an experienced organizational change consultant would be necessary to implement this system. The account of the field testing does not indicate whether any of the test sites have used this system without any participation by the developers or other external assistance, and if so, what the results were.

TECHNOLOGY FOR ORGANIZATION CHANGE SPECIALISTS (A Component of Strategies of Organizational Change System)

INTENDED USERS

Consultants, organization change specialists, and groups of school personnel involved in planned change or improvement of organizational effectiveness.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation for educational programs, interpersonal skills, organization.

APPROACH TO EVALUATION

The purpose of the evaluation activities presented in these materials is to help users identify problems and assess the degree to which Organization Development intervention achieves its goals.

MAIN EMPHASIS

Building the interpersonal skills and understandings which must accompany normative and structural change in an organization.

GOALS AND OBJECTIVES

Main goals are to teach skills and procedures which school personnel can use to increase the effectiveness of groups and organizations to implement planned change, and to provide school personnel with tools for diagnosing organizations and evaluating Organization Development interventions.

MAIN ACTIVITIES

Reading or listening to presentations; experiential learning in task groups; data feedback; process consultation; and working in on-the-job situations.

PROVISIONS FOR USE

A. Format: Workshops or other activities for task groups and working in on-the-job situations.

B. Personnel: A temporary system comprised of an Organization Development specialist and an intact system.

C. Product Components:

- Presentations of information; booklet, tape, and audio-slide forms available;
- The following titles by R. Schmuck, et. al.: Handbook of Organization Development in Schools, Incorporating Survey Feedback in OD Interventions, and Tailoring Consultation in Organization Development for Particular Schools.

- Other items listed in Bibliography available from producer;
- Games available from Program on Strategies of Organizational Change: Five Square puzzle, planners and operators, and card discovery problem; and
- Miscellaneous consultant aids: handouts, instruments, exercises, simulations and procedures, and lecturettes.

D. Resources: None.

E. Time Span: The time required for an OD intervention is always negotiated; approximately 25 hours for an intact work group seems minimal for first steps in interpersonal normative and structural change; cadres have been established with three weeks of training plus follow up.

F. Conditions of Use: Conditions are always negotiated between the specialist and the client group; intactness of organizational subsystem and commitment to intended intervention is important. The specialists assess and build organizational readiness to profit from intervention.

ADAPTABILITY

This product is useful in any situation in which the intended users would be found, such as school buildings or districts, colleges or universities, or R&D agencies.

RELATED PRODUCTS

Other components of Strategies of Organizational Change System.

COST

Typical contracts with client groups include provisions for salaries or released time of specialists and clients; materials; major expenses of cadre on coordinator's salary; and training and released time for specialist. Cost of individual items indicated in Bibliography available from producer.

AVAILABILITY

For information, write:

Center for Educational Policy and Management
University of Oregon
1472 Kincaid Street
Eugene, Oregon 97401

Director, Richard Schmuck

HISTORY AND EVALUATION

Technology for Organization Change Specialists is one of the components of a system whose development began in 1967. It was tested in a number of elementary, junior and senior high schools. Formative evaluation of each component took place as a result of the field testing. No evaluation information on this component as such was available.

COMMENT

This component appeared to focus on evaluation techniques and concerns more nearly than any others in the system; however, since evaluation as such is not the main goal of the materials, the success of the system or its components in teaching evaluation skills was not specifically tested. It would appear that this component should be used in conjunction with others in the system for full effectiveness. Actual exercises and organizational materials for this part of these materials, see the COMMENT section at the end of CEPMS.

CENTER FOR THE STUDY OF EVALUATION (CSE)

1 The Evaluation Technologies Program

2 CSE Evaluation Workshop I: An Orientation

3 CSE Evaluation Workshop II: Needs Assessment

4 CSE Evaluation Workshop III: Program Planning

5 CSE Evaluation Workshop IV: Implementation Evaluation

6 CSE Evaluation Workshop V: Progress Evaluation

7 CSE Evaluation Workshop VI: Outcome Evaluation

8 CSE Elementary School Evaluation Kit: Needs Assessment

9 CSE Needs Assessment Kit

10 CSE Program Planning Kit

11 CSE Program Evaluation Kit

EVALUATION TECHNOLOGIES PROGRAM

INTENDED USERS

The products in this program are workshops and kits intended for use by individuals involved in a broad range of program evaluation activities or roles, within or outside of education. They assume no past experience or expertise in evaluation.

TYPE OF EVALUATION ADDRESSED

The products and the evaluation activities they encompass follow the CSE model: needs assessment, program planning, formative, and summative evaluation. The model categorizes evaluation types according to the decisions for which information must be provided.

APPROACH TO EVALUATION

The program treats the purpose of evaluation as being to help decision-makers plan, improve, and form judgements about educational programs. Its major premise is that many evaluation activities fall within the scope of potential expertise of most school practitioners. Practitioners can therefore be brought to perform them on their own, for their own information.

MAIN EMPHASIS

The products emphasize skill development on the part of the practitioners in carrying out (or in some cases understanding the basis of) the many evaluation tasks subsumed under the labels needs assessment, program planning, formative, and summative evaluation.

GOALS AND OBJECTIVES

The main goal of this program is to provide users with an understanding of procedures and techniques needed to implement the various kinds of evaluation activities. Program materials include:

- Evaluation Workshop I: An Orientation
- Evaluation Workshop II: Needs Assessment
- Evaluation Workshop III: Program Planning
- Evaluation Workshop IV: Implementation Evaluation (aspects of
- Evaluation Workshop V: Progress Evaluation --- formative
- Evaluation Workshop VI: Summative Evaluation evaluation)
  (now being developed)
- Elementary School Evaluation Kit: Needs Assessment
- CSE Needs Assessment Kit (for elementary and secondary grades)
- CSE Program Planning Kit (for elementary grades)
- CSE Program Evaluation Kit (includes formative and summative evaluation, both elementary and secondary)

MAIN ACTIVITIES

CSE Workshops are structured one, two, or three-day group participatory experiences built on a four-step method of presentation including instruction, practice, feedback, and discussion. Their flavor is primarily introductory and/or instructional. Kits provide step-by-step guidelines for actually performing evaluation tasks, plus back-up conceptual information where necessary.

PROVISIONS FOR USE

A. Format: Workshop or self-instructional

B. Personnel Needed: Workshops generally require leaders who have previously participated; in some cases, persons who have not previously participated can be leaders, at the discretion of CSE. Kits have no external personnel requirements.

C. Product Components: Workshop materials include Leader's Manuals, Participant's Notebooks, and Exercise/Practice Materials. Kits feature a variety of booklets, guidesheets, and other aids.

D. Resources: Standard school equipment and supplies.

E. Time Needed: A workshop requires one, two, or three days depending on which step of the CSE Model is being conducted. Kit use is variable, depending on how many components are used and the duration of the evaluation they guide.

F. Conditions of Use: Materials can be used in a variety of organizational settings from building, to school district, to State Department of Education, etc.

ADAPTABILITY

Program components can be used in many configurations to provide complete program evaluation training (workshops) and follow-up support (Kits). They have most often been used separately, however, to aid training or implementation of solicited tasks. They are useful in either an in-service or pre-service setting.

RELATED PRODUCTS

CEPM's School Planning, Evaluation, and Communication System; NWREL, Preparing Educational Training Consultants; and RBS, Handbook of Comprehensive Planning in Schools.

COST

Costs for workshops vary according to the number of participants, developmental stage of the particular product, status of inventory, institutional affiliation of the leader, and number of days of training provided when the session is run by a CSE leader. Based on these considerations, the per participant cost for a workshop can range from $15.00 to $50.00, to be discussed by CSE and the user.

AVAILABILITY

Program components and further information on their availability, cost, and use may be obtained by writing to:

James Burry, Director, Field Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California 90024

HISTORY AND EVALUATION

The Evaluation Technologies Program was started in 1971. All products developed as part of the program go through a process which includes gathering preliminary input from members of the target audience and other knowledgeable people, tryout and revision, a major field test, exportability testing, with revisions as necessary.

COMMENT

The series of workshops and kits produced by the Center for the Study of Evaluation are probably the most complete and detailed materials available for training an individual to set us and run evaluation programs in schools. Evaluation of these materials has been both extensive and thorough. The content being covered is complex enough that the participant will have to work to master it. In general, these materials are attractive, clear, and easy to use.

CSE EVALUATION WORKSHOP I: AN ORIENTATION (Evaluation Technologies Program)

INTENDED USERS

Educational personnel including: superintendents, evaluation specialists, project directors, and other administrators; teachers; graduate students; researchers and curriculum and program developers; and project monitors. Individuals involved in evaluation in social action programs, such as health and social sciences, have also found participation beneficial.

TYPE OF EVALUATION ADDRESSED

The workshop treats activities and procedures appropriate to different phases of evaluation: needs assessment, program planning, formative evaluation, and summative evaluation.

APPROACH TO EVALUATION

The workshop expresses the viewpoint that the purpose of evaluation is to provide information that will facilitate and improve educational decision-making at all levels. Evaluation questions are related to four major phases of program's cycle: needs assessment, program planning, formative evaluation, summative evaluation.

MAIN EMPHASIS

The workshop focuses on major steps and components in the evaluation of educational programs.

GOALS AND OBJECTIVES

Major workshop goals are to enable participants to understand what kinds of information an evaluation can provide for educational decision-making; and to understand the general procedures and problems involved in selecting, collecting, analyzing, and reporting that information.

Participants become familiar with what is involved in: conducting a needs assessment, building the evaluation design into a program plan, determining whether a program is being implemented properly, assessing its progress, and presenting evaluation data to different audiences.

MAIN ACTIVITIES

Participants are first given instruction in a phase of the evaluation process, then work with other team members to solve a problem common in that phase. After this exercise, the workshop leader provides concrete feedback on how this problem could have been handled and conducts a discussion of alternative solutions.

PROVISIONS FOR USE

A. Format: Workshop

B. Personnel Needed: Requires a leader familiar with workshop material either as a result of professional evaluation experience or previous participation in a workshop session. Upon user request, CSE can supply a workshop leader.

One qualified leader for every 30 - 45 participants is required. An assistant familiar with the workshop is recommended if there are more than 30 participants.

C. Product Components: A Leader's Manual describing the step-by-step procedures for organizing and conducting the workshop; a Participant's Notebook for each learner containing instruction, reference, and reading materials; one set of exercises for each three participants; and pre- and post-tests for each participant.

D. Resources: A blackboard and other classroom equipment is recommended; refreshments and lunch served close to workshop location assists the leader in keeping with a tight schedule.

E. Time Needed: Two full days of instruction (approximately 14 hours). It may be adapted to a series of 4-hour sessions.

F. Conditions of Use: To conduct a workshop, an individual should have participated in a previous session or have sufficient evaluation experience and familiarity with workshop content.

In most situations, a minimum of 21 individuals should participate. It is desirable that the entire group of participants participate in the entire session since teams of three work on exercises together throughout.

ADAPTABILITY

The workshop can be used in a variety of organizational settings. Groups of individuals from a number of different organizations and levels of experience can participate in one session; an organization can use the materials to train its entire staff; a professor can use the materials in a course for graduate students. The workshop may also be incorporated in a longer evaluation training session run by CSE which includes instruction tailored to a particular group's needs and interests. This workshop can be used separately or in conjunction with other program materials.

RELATED PRODUCTS

Other CSE workshops; and FWL, Evaluation for Program Improvement.

COST

Range of cost is as stated on page 2. A full set of materials for the workshop consists of:

Participant's Notebooks (1 per participant, reusable reference); Exercise Pads (1 per team of 3); Pre- and Post-tests (1 pair per participant); Leader's Manual (1 per leader); Audio tape (optional--1 per leader, included with Manual, reusable).

AVAILABILITY

The workshop is available from CSE Field Services.

HISTORY AND EVALUATION

Formulation of the workshop's content and organization was guided by the CSE view of the evaluation process. This view, in turn, was generated by CSE's experience in conducting educational evaluations as well as by the writings of recognized experts in the field and the suggestions of educational administrators and evaluators.

The first draft of the workshop went through a series of feasibility tests to determine its appropriateness for the target audiences and to identify components needing modification. When the necessary revisions were made, the workshop was field tested by CSE staff to ensure that it achieved its objectives. At the conclusion of the field testing, the workshop was again revised and then released for operational testing. The operational testing was conducted by non-CSE staff and provided a check on whether the workshop still achieved its objectives in its final form and under the wide range of conditions in which it would eventually be used. A follow-up impact study was also conducted in order to be certain that the participants used the workshop training and materials on their jobs. These field tryouts involved over 10,000 participants from numerous local, state, and federal agencies across the country.

In addition to development and field testing of the participant's materials, the Leader's Manual for the workshop was thoroughly field tested. Once having participated in a workshop, an educational professional can competently train colleagues. Data indicate that workshop leaders conduct the session in the manner prescribed in the Manual.

COMMENT

Testing of the CSE Evaluation Workshop I has been extremely thorough. It has included evaluation of the amount of use participants have made of the materials in their own settings, and of the ability of inexperienced leaders to conduct successful workshops. The materials themselves are convenient, attractive, and clearly written and organized.

The problems and activities described in the case study are those that a single evaluator rather than an evaluation committee, would have to deal with. There is a strong emphasis on evaluation design. The materials present a great deal of detailed information. Developers assume that participants will retain their copies of the materials, and it would probably be necessary to have them available for reference to use the skills covered in the Workshop. The case study focuses on traditional versus modern conflicts rather than ethnic or racial problems. The case study also features no females in positions of authority.

CSE EVALUATION WORKSHOP II: NEEDS ASSESSMENT (Evaluation Technologies Program)

INTENDED USERS

Educational personnel including: superintendents, evaluation specialists, project directors, and other administrators; teachers; graduate students; researchers and curriculum and program developers; and project monitors. Others assuming the evaluator roles in social action programs outside of education might also benefit.

TYPE OF EVALUATION ADDRESSED

Identification of goals valued by the decision-makers constituency, but yet not being met by existing programs, needs assessment.

APPROACH TO EVALUATION

The workshop expresses the viewpoint that the purpose of evaluation is to provide information that will facilitate and improve educational decision-making at all levels.

MAIN EMPHASIS

This workshop provides training in a variety of needs assessment techniques that can be used to identify potentially important educational objectives, determine their relative importance, develop a broad data base that will be used to establish priorities among important objectives, and to apply decision rules to guide final objective selection.

GOALS AND OBJECTIVES

Users will learn to:

1. Outline the major phases of a needs assessment and match them with the key procedures and purposes for each phase.
2. Describe and evaluate the major methods for combining goal ratings for different raters.
3. Combine goal ratings from various sub-groups to rank-order the goals.
4. List the major factors to consider in setting up a data collection system.
5. Establish standards of student performance.
6. Identify which goal areas should be the focus of subsequent planning activities.

MAIN ACTIVITIES

Participants are first given instruction in a phase of the needs assessment process. Then (in three-member teams) they attempt to solve a common problem in this phase. This is followed by discussion by the leader of correct and alternative solutions. This sequence of instruction, exercise, feedback, and discussion is provided for each phase, presented in the context of a typical educational problem.

PROVISIONS FOR USE

A. Format: Workshop

B. Personnel Needed: Requires a leader familiar with workshop material either as a result of professional evaluation experience or previous participation in a workshop session. Upon user request, CSE can supply a workshop leader.

One qualified leader for every 30-45 participants is required. An assistant familiar with the workshop is recommended if there are more than 30 participants.

C. Product Components: A Leader's Manual describing the step-by-step procedures for organizing and conducting the workshop; a Participant's Notebook for each learner containing instruction, reference, and reading materials; one set of exercises for each three participants; and pre- and post-tests for each participant.

D. Resources: A blackboard and other classroom equipment is recommended; refreshments and lunch served close to workshop location assists the leader in keeping with a tight schedule.

E. Time Needed: Two full days of instruction (approximately 14 hours). It may be adapted to a series of 4-hour sessions.

F. Conditions of Use: To conduct a workshop, an individual should have participated in a previous session or have sufficient evaluation experience and familiarity with workshop content.

In most situations, a minimum of 21 individuals should participate. It is desirable that the entire group of participants participate in the entire session since teams of three work on exercises together throughout.

ADAPTABILITY

The workshop can be used in a variety of organizational settings. Groups of individuals from a number of different organizations and levels of experience can participate in one session; an organization can use the materials to train its entire staff; a professor can use the materials in a course for graduate students. The workshop may also be incorporated in a longer evaluation training session run by CSE which includes instruction tailored to a particular group's needs and interests. This workshop can be used separately or in conjunction with other program materials.

RELATED PRODUCTS

Other CSE workshops.

COST

Range of cost is as stated on page 2. A full set of materials for the workshop consists of:

Participant's Notebooks (1 per participant, reusable reference); Exercise Pads (1 per team of 3); Pre- and Post-tests (1 pair per participant), Leader's Manual (1 per leader).

AVAILABILITY

The workshop is available from CSE Field Services.

HISTORY AND EVALUATION

Formulation of the workshop's content and organization was guided by the CSE view of the evaluation process. This view, in turn, was generated by CSE's experience in conducting educational evaluations as well as by the writings of recognized experts in the field and the suggestions of educational administrators and evaluators.

The first draft of the workshop went through a series of feasibility tests to determine its appropriateness for the target audiences and to identify components needing modification. When the necessary revisions were made, the workshop was field tested by CSE staff to ensure that it achieved its objectives. At the conclusion of the field testing, the workshop was again revised and then released for operational testing. The operational testing was conducted by non-CSE staff and provided a check on whether the workshop still achieved its objectives in its final form and under the wide range of conditions in which it would eventually be used. A follow-up impact study was also conducted in order to be certain that the participants used the workshop training and materials on their jobs. These field tryouts involved over 10,000 participants from numerous local, state, and federal agencies across the country.

In addition to development and field testing of the participant's materials, the Leader's Manual for the workshop was thoroughly field tested. Once having participated in a workshop, an educational professional can competently train colleagues. Data indicate that workshop leaders conduct the session in the manner prescribed in the Manual.

COMMENT

The CSE Evaluation Workshop II has been thoroughly tested. Although not as glossy as Workshop I, these materials are convenient, attractive, and clearly written and organized.

This workshop seems to be aimed at training people to work in a group rather than alone. The simulation includes ethnic problems, but ethnic identities are not written into the roles. Differences in educational philosophy are the main source of conflict provided. No guidelines are given the Leader on what to do if role playing develops problems. For instance, having participants use their own names while playing roles is less confusing, but may be more threatening. No female characters are written in. Much useful information on where to find tests and other resources is included.

CSE EVALUATION WORKSHOP III: PROGRAM PLANNING (Evaluation Technologies Program)

INTENDED USERS

Educational personnel including: superintendents, evaluation specialists, project directors, and other administrators, teachers; graduate students; researchers and curriculum and program developers; and project monitors. Others assuming the evaluator roles in social action programs outside of education might also benefit.

TYPE OF EVALUATION ADDRESSED

Program planning evaluation. The workshop deals with planning techniques that can be used to identify alternative programs to meet specific objectives and with building the evaluation plan into the selected program.

APPROACH TO EVALUATION

The workshop expresses the viewpoint that the purpose of evaluation is to provide information that will facilitate and improve educational decision-making at all levels. The purpose of program planning evaluation is to ensure that the most appropriate program for a particular set of objectives is selected, and that an evaluation plan is written that will allow program success to be measured.

MAIN EMPHASIS

The workshop attends to the contextual features that may influence program selection and evaluation, and provides training in the variety of planning techniques and evaluation methods that are appropriate for meeting the needs of different educational contexts.

GOALS AND OBJECTIVES

After completing the workshop, participants will be able to:

1. Distinguish the characteristics of various evaluation stages.
2. Negotiate appropriate roles for the evaluator and program planners.
3. Establish the scope and context of an evaluation.
4. Use appropriate instruments for helping planners select among alternative programs.
5. Identify and select designs and measures for different kinds of evaluation.
6. Develop and critique evaluation plans for different purposes.

MAIN ACTIVITIES

Like the other CSE workshops, Program Planning begins with instruction (in three member teams) in the basic principles and procedures of program planning evaluation. Participants then have an opportunity to practice what they have learned, to check what they have done by exposure to specific feedback, and then to discuss alternative solutions. This sequence of instruction, practice, feedback, and discussion is provided for each of the instructional topics in program planning evaluation, in the context of typical educational problems.

PROVISIONS FOR USE

A. Format: Workshop

B. Personnel Needed: Requires a leader familiar with workshop material either as a result of professional evaluation experience or previous participation in a workshop session. Upon user request, CSE can supply a workshop leader.

One qualified leader for every 30-45 participants is required. An assistant familiar with the workshop is recommended if there are more than 30 participants.

C. Product Components: A Leader's Manual describing the step-by-step procedures for organizing and conducting the workshop; a Participant's Notebook for each learner containing instruction, reference, and reading materials; one set of exercises for each three participants; and pre- and post-tests for each participant.

D. Resources: A blackboard and other classroom equipment is recommended; refreshments and lunch served close to workshop location assists the leader in keeping with a t ght schedule.

E. Time Needed: Two full days of instruction (approximately 14 hours). It may be adapted to a series of 4-hour sessions.

F. Conditions of Use: To conduct a workshop, an individual should have participated in a previous session or have sufficient evaluation experience and familiarity with workshop content.

In most situations, a minimum of 21 individuals should participate. It is desirable that the entire group of participants participate in the entire session since teams of three work on exercises together throughout.

ADAPTABILITY

The workshop can be used in a variety of organizational settings. Groups of individuals from a number of different organizations and levels of experience can participate in one session; an organization can use the materials to train its entire staff; a professor can use the materials in a course for graduate students. The workshop may also be incorporated in a longer evaluation training session run by CSE which includes instruction tailored to a particular group's needs and interests. This workshop can be used separately or in conjunction with other program materials.

RELATED PRODUCTS

Other CSE workshops.

COST

Range of cost is as stated on page 2. A full set of materials for the workshop consists of:

Participant's Notebooks (1 per participant, reusable reference); Exercise Pads (1 per team of 3); Pre- and Post-tests (1 pair per participant); Leader's Manual (1 per leader)

AVAILABILITY

The workshop is available from CSE Field Services (November 1976).

HISTORY AND EVALUATION

Formulation of the workshop's content and organization was guided by the CSE view of the evaluation process. This view, in turn, was generated by CSE's experience in conducting educational evaluations as well as by the writings of recognized experts in the field and the suggestions of educational administrators and evaluators.

The first draft of the workshop went through a series of feasibility tests to determine its appropriateness for the target audiences and to identify components needing modification. When the necessary revisions were made, the workshop was field tested by CSE staff to ensure that it achieved its objectives. At the conclusion of the field testing, the workshop was again revised and then released for operational testing. The operational testing is being conducted by CSE staff and others to check on whether the workshop still achieves its objectives in its final form and under the wide range of conditions in which it will eventually be used.

In addition to development and field testing of the participant's materials, the Leader's Manual for the workshop is being thoroughly field tested. Once having participated in a workshop, an educational professional will be able to competently train colleagues.

COMMENT

As of September, 1976, a copy of this product was not available to this reviewer. However, the workshop is described as being similar in form to Workshops I and II, and it may be assumed that the materials will be equally clear and easy to use. It differs from the first two in that previous familiarity with the materials is required of the leader. It focuses on an area of evaluation that is not often given attention in its own right.

CSE EVALUATION WORKSHOP IV: IMPLEMENTATION EVALUATION (Evaluation Technologies Program)

INTENDED USERS

Educational personnel including: superintendents, evaluation specialists, project directors, and other administrators; teachers; graduate students; researchers and curriculum and program developers; and project monitors. Others assuming the evaluator roles in social action programs outside of education might also benefit.

TYPE OF EVALUATION ADDRESSED

Process evaluation. Selection, collection, and analysis of information to be used to find out if the program is being implemented as planned. (The workshop is normally conducted along with EWV: Progress Evaluation under the general topic of formative evaluation.)

APPROACH TO EVALUATION

The purpose of this kind of evaluation is to provide decision-makers with needed information about possible modification in how the program is being implemented.

MAIN EMPHASIS

Evaluation Workshop IV is designed to provide training in the procedures needed to conduct or participate in an implementation evaluation. These procedures are designed to help the evaluator determine the extent to which a program is being put into operation as planned, as well as to discover any unanticipated side-effects.

GOALS AND OBJECTIVES

After completing the workshop, participants will be able to:

1. Identify the jobs and roles of the person(s) responsible for conducting and supervising some or all of the activities associated with each stage of an educational evaluation.
2. Specify the purposes and characteristics of an implementation evaluation and show how they are related to other kinds of evaluation activities, especially those associated with progress evaluation.
3. Anticipate and detect discrepancies between a program plan and the operation of that program.
4. Select and construct appropriate instruments, such as an observation checklist and interview schedule, for use in collecting information about the nature and causes of discrepancies between a program plan and its implementation.
5. Identify and prepare implementation evaluation plans for reports that are likely to provide decision-makers with needed information about educational programs.

MAIN ACTIVITIES

Like the other CSE workshops, Implementation Evaluation begins with instruction (in three-member teams) in the basic principles and procedures being presented, continues with an opportunity for participants to practice what they have learned, to check what they have done by exposure to feedback, and to reinforce correct learning by decision-making, solving evaluation problems, and so forth. This approach enables participants to perform evaluation activities and solve evaluation problems in a carefully controlled situation, in which they can become aware of their inherent importance as well as their value to the evaluation effort as a whole.

PROVISIONS FOR USE

A. Format: Workshop.

B. Personnel Needed: Requires a leader familiar with workshop material either as result of professional evaluation experience or previous participation in a workshop session. Upon user request, CSE can supply a workshop leader.

One qualified leader for every 30-45 participants is required. An assistant familiar with the workshop is recommended if there are more than 30 participants.

C. Product Components: A Leader's Manual describing the step-by-step procedures for organizing and conducting the workshop; a Participant's Notebook for each learner containing instruction, reference, and reading materials; one set of exercises for each three participants; and pre- and post-tests for each participant.

D. Resources: A blackboard and other classroom equipment is recommended; refreshments and lunch served close to workshop location assists the leader in keeping with a tight schedule.

E. Time Needed: Two full days of instruction (approximately 14 hours). It may be adapted to a series of 4-hour sessions.

F. Conditions of Use: To conduct a workshop, an individual should have participated in a previous session or have sufficient evaluation experience and familiarity with workshop content.

In most situations, a minimum of 21 individuals should participate. It is desirable that the entire group of participants participate in the entire session since teams of three work on exercises together throughout.

ADAPTABILITY

The workshop can be used in a variety of organizational settings. Groups of individuals from a number of different organizations and levels of experience can participate in one session; an organization can use the materials to train its entire staff; a professor can use the materials in a course for graduate students. The workshop may also be incorporated in a longer evaluation training session run by CSE which includes instruction tailored to a particular group's needs and interests. This workshop can be used separately or in conjunction with other program materials.

RELATED PRODUCTS

Other CSE workshops

COST

Range of cost is as stated on page 2. A full set of materials for the workshop consists of:

Participant's Notebooks (1 per participant, reusable reference); Exercise Pads (1 per team of 3); Pre- and Post-tests (1 pair per participant); Leader's Manual (1 per leader)

AVAILABILITY

The workshop is available from CSE Field Services.

HISTORY AND EVALUATION

Formulation of the workshop's content and organization was guided by the CSE view of the evaluation process. This view, in turn, was generated by CSE's experience in conducting educational evaluations as well as by the writings of recognized experts in the field and the suggestions of educational administrators and evaluators.

The first draft of the workshop went through a series of feasibility tests to determine its appropriateness for the target audiences and to identify components needing modification. When the necessary revisions were made, the workshop was field tested by CSE staff to ensure that it achieved its objectives. At the conclusion of the field testing, the workshop was again revised and then released for operational testing. The operational testing was conducted by non-CSE staff and provided a check on whether the workshop still achieved its objectives in its final form and under the wide range of conditions in which it would eventually be used. A follow-up impact study was also conducted in order to be certain that the participants used the workshop training and materials on their jobs. These field tryouts involved over 10,000 participants from numerous local, state, and federal agencies across the country.

In addition to development and field testing of the participant's materials, the Leader's Manual for the workshop was thoroughly field tested. Once having participated in a workshop, an educational professional can competently train colleagues. Data indicate that workshop leaders conduct the session in the manner prescribed in the manual.

COMMENT

This workshop has been through CSE's usual thorough evaluation cycle. However, the developer's description indicates that it is often used in conjunction with Workshop V (Progress Evaluation). No evaluation data on the relative effectiveness of these two workshops together and separately has been provided. Since

the two workshops deal with aspects of formative evaluation, they would probably be best used together. The materials include model instruments, guidelines and other information which should enable participants to conduct implementation evaluations in their own settings.

Developers have announced plans to integrate Workshops IV and V into a single workshop on Formative Evaluation, and should be contacted for information on its progress.

CSE EVALUATION WORKSHOP V: PROGRESS EVALUATION (Evaluation Technologies Program)

INTENDED USERS

Educational personnel including: superintendents, evaluation specialists, project directors, and other administrators; teachers; graduate students; researchers and curriculum and program developers; and project monitors. Others assuming the evaluator roles in social action programs outside of education might also benefit.

TYPE OF EVALUATION ADDRESSED

Evaluation of program in meeting its stated (student) objectives. Selection, collection, and analysis of information to be used to find out if the components of the program are meeting its objectives. (The workshop is normally conducted along with EW IV: Implementation Evaluation under the general topic of formative evaluation.)

APPROACH TO EVALUATION

The purpose of this type of evaluation is to provide information to decision-makers about how well an educational program is meeting its objectives while it is still in operation and can be modified where necessary.

MAIN EMPHASIS

EVALUATION WORKSHOP V is designed to provide training in the procedures needed to conduct or participate in progress evaluation. These procedures are designed to help the evaluator determine the extent to which the components of the program are meeting the student objectives, as well as any unanticipated side-effects.

GOALS AND OBJECTIVES

After completing the workshop, participants will be able to:

1. Identify the jobs and roles of the person(s) responsible for conducting and supervising activities associated with each stage of an educational evaluation.
2. Specify the purposes and characteristics of a progress evaluation and show how they are related to other kinds of evaluation activities, especially those associated with implementation evaluation.
3. Identify the factors that influence the selection, collection, analysis, organization, and reporting of evaluation information.
4. Make decisions about the kinds of progress information to gather and the methods to be used in collecting, organizing, analyzing, and reporting that information.

MAIN ACTIVITIES

Like the other CSE workshops, Progress Evaluation begins with instruction (in three-member teams) in the basic principles and procedures being presented,

continues with an opportunity for participants to practice what they have learned, to check what they have done by exposure to feedback, and to reinforce correct learning by decision-making, solving evaluation problems, and so forth. This approach enables participants to perform evaluation activities and solve evaluation problems in a carefully controlled situation, in which they can become aware of their inherent importance as well as their value to the evaluation effort as a whole.

PROVISIONS FOR USE

A. Format: Workshop

B. Personnel Needed: Requires a leader familiar with workshop material either as a result of professional evaluation experience or previous participation in a workshop session. Upon user request, CSE can supply a workshop leader.

One qualified leader for every 30-45 participants is required. An assistant familiar with the workshop is recommended if there are more than 30 participants.

C. Product Components: A Leader's Manual describing the step-by-step procedures for organizing and conducting the workshop; a Participant's Notebook for each learner containing instruction, reference, and reading materials; one set of exercises for each three participants; and pre- and post-tests for each participant.

D. Resources: A blackboard and other classroom equipment is recommended; refreshments and lunch served close to workshop location assists the leader in keeping with a tight schedule.

E. Time Needed: Two full days of instruction (approximately 14 hours). It may be adapted to a series of 4-hour sessions.

F. Conditions of Use: To conduct a workshop, an individual should have participated in a previous session or have sufficient evaluation experience and familiarity with workshop content.

In most situations, a minimum of 21 individuals should participate. It is desirable that the entire group of participants participate in the entire session since teams of three work on exercises together throughout.

ADAPTABILITY

The workshop can be used in a variety of organizational settings. Groups of individuals from a number of different organizations and levels of experience can participate in one session; an organization can use the materials to train its entire staff; a professor can use the materials in a course for graduate students. The workshop may also be incorporated in a longer evaluation training session run by CSE which includes instruction tailored to a particular group's needs and interests. This workshop can be used separately or in conjunction with other program materials.

RELATED PRODUCTS

Other CSE workshops

COST

Range of cost is as stated on page 2. A full set of materials for the workshop consists of:

Participant's Notebooks (1 per participant, reusable reference); Exercise Pads (1 per team of 3); Pre- and Post-tests (1 pair per participant); Leader's Manual (1 per leader)

AVAILABILITY

The workshop is available from CSE Field Services.

HISTORY AND EVALUATION

Formulation of the workshop's content and organization was guided by the CSE view of the evaluation process. This view, in turn, was generated by CSE's experience in conducting educational evaluations as well as by the writings of recognized experts in the field and the suggestions of educational administrators and evaluators.

The first draft of the workshop went through a series of feasibility tests to determine its appropriateness for the target audiences and to identify components needing modification. When the necessary revisions were made, the workshop was field tested by CSE staff to ensure that it achieved its objectives. At the conclusion of the field testing, the workshop was again revised and then released for operational testing. The operational testing was conducted by non-CSE staff and provided a check on whether the workshop still achieved its objectives in its final form and under the wide range of conditions in which it would eventually be used. A follow-up impact study was also conducted in order to be certain that the participants used the workshop training and materials on their jobs. These field tryouts involved over 10,000 participants from numerous local, state, and federal agencies across the country.

In addition to development and field testing of the participant's materials, the Leader's Manual for the workshop was thoroughly field tested. Once having participated in a workshop, an educational professional can competently train colleagues. Data indicate that workshop leaders conduct the session in the manner prescribed in the manual.

COMMENT

Like other CSE materials, Workshop V has been tested, revised, and re-tested. Evaluation data supplied to this reviewer does not indicate whether its effects differ when used with and without Workshop IV. The Workshop features a great deal of important, though sometimes complex material on the construction and analysis of instruments used in measuring progress. In places humor is used--an unusual, and welcome, touch in evaluation training.

Developers have announced plans to integrate Workshops IV and V into a single workshop on Formative Evaluation, and should be contacted for information on its progress.

CSE 7

CSE EVALUATION WORKSHOP VI: SUMMATIVE EVALUATION (Evaluation Technologies Program)

INTENDED USERS

Educational personnel including: superintendents, evaluation specialists, project directors, and other administrators; teachers; graduate students; researchers and curriculum and program developers; and project monitors. Others assuming the evaluator roles in social action programs outside of education might also benefit.

TYPE OF EVALUATION ADDRESSED

Summative evaluation. The workshop provides training in the gathering of information that will be used to judge the success of the program as a whole. This information is typically used by policy makers to help make decisions about whether to maintain or discontinue a program.

APPROACH TO EVALUATION

The workshop expresses the viewpoint that the purpose of evaluation is to provide information that will facilitate and improve educational decision-making at all levels. The purpose of summative evaluation is to collect summary information to perform judgments about the relative value of a program for a decision audience.

MAIN EMPHASIS

The workshop attends to the contextual features of the program, and provides training in instrumentation, information collection, analysis, interpretation, and reporting, and evaluation design.

GOALS AND OBJECTIVES

After completing the workshop, participants will be able to:

1. Formulate evaluation questions appropriate to a summative evaluation.
2. Develop an evaluation design appropriate to a summative evaluation.
3. Select/develop instruments for collecting summative information.
4. Analyze and interpret summative information.
5. Report summative information.

MAIN ACTIVITIES

Like the other CSE workshops, Summative Evaluation begins with instruction (in three-member teams) in the basic principles and procedures of summative evaluation. Participants then have an opportunity to practice what they have learned, to compare their responses with specific feedback, and then to discuss alternative solution. This sequence of instruction, practice, feedback, and discussion is provided for each of the instructional topics of summative evaluation described in "Main Emphasis" above.

PROVISIONS FOR USE

A. Format: Workshop

B. Personnel Needed: Requires a leader familiar with workshop material either as a result of professional evaluation experience or previous participation in a workshop session. Upon user request, CSE can supply a workshop leader

One qualified leader for every 30-45 participants is required. An assistant familiar with the workshop is recommended if there are more than 30 participants.

C. Product Components: A Leader's Manual describing the step-by-step procedures for organizing and conducting the workshop; a Participant's Notebook for each learner containing instruction, reference, and reading materials; one set of exercises for each three participants; and pre and post-tests for each participant.

D. Resources: A blackboard and other classroom equipment is recommended; refreshments and lunch served close to workshop location assists the leader in keeping with a tight schedule.

E. Time Needed: Two full days of instruction (approximately 14 hours). It may be adapted to a series of 4-hour sessions.

F. Conditions of Use: To conduct a workshop, an individual should have participated in a previous session or have sufficient evaluation experience and familiarity with workshop content.

In most situations, a minimum of 21 individuals should participate. It is desirable that the entire group of participants participate in the entire session since teams of three work on exercises together throughout.

ADAPTABILITY

The workshop can be used in a variety of organizational settings. Groups of individuals from a number of different organizations and levels of experience can participate in one session; an organization can use the materials to train its entire staff; a professor can use the materials in a course for graduate students. The workshop may also be incorporated in a longer evaluation training session run by CSE which includes instruction tailored to a particular group's needs and interests. This workshop can be used separately or in conjunction with other program materials.

RELATED PRODUCTS

Other CSE workshops.

COST

Upon finalization, range of cost will be as stated on page 2. A full set of materials for the workshop consists of:

Participant's Notebooks (1 per participant, reusable reference); Exercise Pads (1 per team of 3); Pre- and Post-tests (1 pair per participant); Leader's Manual (1 per leader); Audio tape (optional; 1 per leader, included with Manual, reusable).

AVAILABILITY

The workshop will be available in 1977. Information about the field test and final product is available from CSE Field Services.

HISTORY AND EVALUATION

Formulation of the workshop's content and organization was guided by the CSE view of the evaluation process. This view, in turn, was generated by CSE's experience in conducting educational evaluations as well as by the writings of recognized experts in the field and the suggestions of educational administrators and evaluators.

The first draft of the workshop went through a series of feasibility tests to determine its appropriateness for the target audiences and to identify components needing modification. Field testing to ensure that the workshop is achieving its objectives, and operational testing to check on whether the workshop still achieves its objectives under a wide range of conditions will continue during 1976. This cycle will culminate in any final revisions to ensure workshop success and adaptability.

In addition to development and field testing of the participant's materials, the Leader's Manual for the workshops is also being thoroughly field tested to ensure that an educational professional who has participated in a workshop can use the materials and the manual to provide competent training to colleagues.

COMMENT

This workshop is still being evaluated and revised according to CSE's usual procedures. Workshop VI represents the culmination of the CSE series of workshops. Its content and approach seem most similar to those in the workshop on Progress Evaluation, and it is likely to also be similar in form and effects.

CSE ELEMENTARY SCHOOL EVALUATION KIT: Needs Assessment, Allyn & Bacon, Inc., 1972

INTENDED USERS

The kit is designed for use by elementary school principals, or district or regional administrators. The primary user works with parents, teachers, and community members.

TYPE OF EVALUATION ADDRESSED

Needs assessment

APPROACH TO EVALUATION

This kit enables the elementary school principal to gather the information he or she will need to make informed, rational decisions as the goals most appropriate for his or her school.

MAIN EMPHASIS

The Needs Assessment kit is a support tool which a principal/superintendent can use with members of the school community to ascertain its beliefs about what kind of educational program the school should pursue. It is intended to be accurate, practical, and easily assimilable in the average school.

GOALS AND OBJECTIVES

The kit will assist the user to do the following:

1. gather information about the goals his/her school should be meeting;
2. select from commercially available tests to measure student performance on highly rated goals;
3. interpret test scores from his/her school in relation to those of other schools with similar characteristics; and
4. use a decision model to transform the information thus gathered into a description of critical needs areas for his/her school.

MAIN ACTIVITIES

Using the kit, the following activities occur:

1. Principal decides grade level(s) for which goals will be selected.
2. Principal identifies group to be represented. Suggested sampling methods are included. The Principal has the option of not including other viewpoints.

ADAPTABILITY

The kit was specifically designed for elementary principals to use with members of the community; it could also be used by superintendents, curriculum planners, educational consultants, teachers, school boards, parents, and any other decision-makers at grade levels 1-6. The kit may be used to determine the high priority goals in a school, to validate previously determined priority areas, or as a reference tool in educational research. It may be used as pre-service training as well as on-the-job.

RELATED PRODUCTS

Other CSE Elementary School Evaluation Kits.

COST

The complete kit costs $114.95. This includes the Guidebook; 24 copies (4 for each grade level) of the Principal's Goal Rating Form; 48 copies of Parents' Goal Rating Questionnaires; 10 decks of Goal Cards (106 cards per deck; 10 sets of Rating Mats, 5 per set); and 50 Goal Card Tally Sheets. One complete kit is available on a 30-day approval basis. Individual components of the kit are available in the following lots and prices:

Questionnaire (48 copies)	$ 8.95
Principal's Goal Rating Form (24 copies)	$ 6.95
Goal Card Tally Sheets (50 copies)	$ 6.95
Rating Mats and Goal Cards (10 sets)	$ 29.95

The Guidebook is not distributed separately.

AVAILABILITY

The Needs Assessment Kit is available from:

Longwood Division
Allyn and Bacon, Inc.
Rockleigh, New Jersey 07647

HISTORY AND EVALUATION

The information in the kit was based on input from elementary school principals and superintendents. The components of the kit were tried out with educators at national meetings and with 23 principals and superintendents in California. The major field test of the kit was conducted during fall 1971 in 69 schools across the country and 103 schools in California. That field test revealed that users found the orientation and structure of the kit to be appropriate, but experienced some difficulties with the language and quantity of goal cards. Based on this information and surveys of needs assessment users, a revised edition of the kit is being prepared.

COMMENT

The Needs Assessment Kit comes in an attractive and convenient package. Its purpose, to make it easy for a principal to work with other school and community personnel in assessing needs, is certainly important. As the History and Evaluation section indicates, there are some problems with the Kit which developers will try to solve in the next revision. Meanwhile, this is still a good product for a principal who wants to do needs assessment to use.

CSE NEEDS ASSESSMENT KIT (revised version)

6 350

INTENDED USERS

The kit is designed for use by school principals, department chairman, district or regional administrators who function as the needs assessor. This individual works with parents, teachers, and community members, and in some cases, students.

TYPE OF EVALUATION ADDRESSED

Needs assessment.

APPROACH TO EVALUATION

This kit enables a needs assessor to gather the information he or she will need to make informed, rational decisions about the goals most appropriate for his or her department, school, or district. The new CSE Needs Assessment Kit currently under development will be a revised and expanded version of the CSE Elementary School Evaluation Kit: Needs Assessment, published by Allyn & Bacon, 1972. It will incorporate many of the desirable features of the earlier kit while simplifying some of the procedures and adding new options.

MAIN EMPHASIS

The Needs Assessment kit is a support tool which a needs assessor can use with appropriate representatives of the school and community to ascertain their beliefs about what kind of educational program should be pursued. Kit procedures are intended to initiate dialogue among participants as the first step in a systematic process of planned change.

GOALS AND OBJECTIVES

The kit will assist the user to do the following:

- gather information about priorities of the educational constituency concerning the goals department, school, and district should be meeting (Stage 1)
- gather baseline data about student performance on highly rated goals; gather and interpret baseline data about available school and community resources (Stage 2)
- use a decision model to transform the information thus gathered into a description of critical needs areas for his/her school.

MAIN ACTIVITIES

1. The Needs Assessor (e.g., principal, department chairman, teacher) working with a coordinating committee, identifies groups to be represented and selects participants. Alternative sampling methods are included.

2. Needs Assessor decides on the preferencing technique to be used--goal selection workshop, futures workshop, values clarification workshop,

problems identification workshop, and Delphi-type survey.

3. Participants identify goal preferences.

4. Needs Assessor decides on method(s) of base-line data collection--standardized tests, other tests, school and community resource survey.

5. Needs Assessor collects and summarizes data.

6. Needs Assessor guides participants in relating preference information to baseline data.

7. Needs Assessor and participants identify high-priority goals towards which program-planning efforts will be directed.

8. Needs Assessor reports on the needs assessment process and its results to participants, school, community, etc.

PROVISIONS FOR USE

A. Format: The Needs Assessment Kit consists of procedures and resources packaged in manual and tape formats.

B. Personnel Needed: In addition to the primary user (principal or equivalent), limited clerical assistance is necessary. Participation of school staff and parents is recommended.

C. Product Components: The Needs Assessment Kit consists of a Needs Assessor's Handbook outlining step by step procedures; a resource guide to goal referencing techniques, with scripts of the needs assessment and work sheets for participants; a resource guide for collecting and interpreting baseline data.

D. Resources: Only clerical materials.

E. Time Needed: Variable, at discretion of user.

F. Conditions of Use: Due to the defined nature of the kit, the Needs Assessor with some clerical and staff assistance can manage the project. The time factor will vary from situation to situation. Depending on the method used, Stage 1 can be completed either by meeting or by mail over the course of several weeks. Baseline data collection can be completed quickly or may take a considerable amount of time depending on the discretion of the Needs Assessor. The final determination of priority areas can be handled quickly. Costs for conducting Needs Assessment procedure are minimal, involving only the duplication in quantity of materials supplied in the kit.

ADAPTABILITY

The kit was designed for principals to use with members of their staff or with members of the community; it could also be used by superintendents, curriculum planners, educational consultants, department heads, teachers, school boards, and parents.

RELATED PRODUCTS

Other CSE Evaluation Kits.

COST

Not yet determined.

AVAILABILITY

Selected modules in field test form, 1976.

HISTORY AND EVALUATION

Evaluation of this product is still in progress. It is expected to follow the procedure described for other CSE products.

COMMENT

This summary describes the revised version of the Kit described in CSE 8, which is still being tested.

CSE PROGRAM PLANNING KIT

INTENDED USERS

Elementary school principals or equivalent personnel, and teams of program planners (teachers, administrators, parents), one of whom is designated as evaluation planner.

TYPE OF EVALUATION ADDRESSED

Evaluation input to the instructional planning process; planning of evaluation for initial period of program implementation.

APPROACH TO EVALUATION

There is a role for an "evaluation-planner" in the planning of programs. This role involves assisting planners in developing a program that can be evaluated and building initial evaluation activities into the early stages of program implementation.

MAIN EMPHASIS

The CSE program Planning Kit is intended to help an elementary school staff plan an instructional program for a specified group of students once the need for such a program has been determined. This program may be of any type or size, may replace an existing program or represent an addition to the curriculum. The Kit provides three planning strategies: objectives-based, materials-based and planning based on teaching models. Formative evaluation is planned at the same time as the rest of the program, under the leadership of one member of the planning team who is designated evaluation planner. At the conclusion of the planning process, users will have developed a written program plan which describes the instructional, evaluation, and management components for an educational program which can then be implemented.

GOALS AND OBJECTIVES

This kit would enable a principal and his planning team to do the following:

- Write a description of the proposed instruction (program goal, objectives, activities, and schedule).
- Outline the proposed management system (task/time line for program implementation and budget).
- Specify the purpose, schedule, and instruments to be used in the early stages of evaluation of the program.
- Assist teachers who are implementing the program thus planned.

MAIN ACTIVITIES

For a goal which has been established already as high priority, the coordinator (principal or equivalent) establishes a favorable atmosphere for planning and selects a planning team. Kit provides step-by-step instructions--both for doing this, and for subsequent activities, which include selecting, adapting, or developing an appropriate program. Separate guidebooks are provided for the planning coordinator, for planning team members, and for the evaluation planner. In addition there are sourcebooks which describe three typical planning strategies, and a planning pad with worksheets and forms to help planners structure ideas.

PROVISIONS FOR USE

A. Format: The Program Planning Kit consists of self-instructional procedures and resources to be used by a principal or administrator and an on-the-job team.

B. Personnel Needed: Essential personnel include the planning coordinator, planning team members, and an "evaluation planner"; all drawn from school staff. In some districts, other administrative or resource personnel may also become involved.

C. Product Components: Guidebooks for planning team members, coordinator, and evaluation planner; Sourcebooks for materials-based strategy, objectives-based strategy, and teaching-models strategy, planning pad. (All reusable except for the pad.)

D. Resources: No special equipment or facilities needed.

E. Time Needed: The time required for the program planning process varies according to the complexity and length of the program involved and experience and background of the planning team. Therefore, time needed to use kit materials may vary from a few hours to 50 (for a semester-long program). The amount of time invested by the coordinator and evaluation planner depends on how much input they want or have to make.

F. Conditions of Use: If school staff have not previously been involved in planning activities, a certain amount of adjustment in organizational structure will probably be necessary. From 2 to 50 hours of release time will be needed for teachers on the planning team, or reimbursement provided for after-hours involvement. Prior to using the kit, the goal for the planning effort should be already specified. Also arrangements should have been made to free teachers for planning activities. A decision about how much non-teacher (parent) participation the planning process will include should also be made.

ADAPTABILITY

This kit was designed for use by elementary school principals to use with members of their staffs. Planning procedures are appropriate for programs of any type and size.

RELATED PRODUCTS

Other CSE Evaluation Kits, especially Needs Assessment and the formative components of the Program Evaluation Kit.

COST

See Availability, below

AVAILABILITY

For information on product cost and availability, contact:

CSE Field Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California 90024

HISTORY AND EVALUATION

The developer believes that systematic planning of both programs and their evaluations is the best method of assuring that the offerings of the schools are addressing the needs of the communities they serve. The current emphasis on evaluation in education requires each school to account for both the content and the quality of its programs. Each of the kits in the CSE Evaluation Kit series is offered to assist the schools in an important stage of this accountability process.

In particular, the CSE Program Planning Kit was developed with certain assumptions: (1) Schools often have need for programs planned at the local school level; (2) School personnel are capable of assuming the major responsibility for some of their own program planning. Planning skills exist or can be acquired by those within the school, supplemented by outside assistance where necessary; (3) Successful school level planning requires the commitment of many people--the principal, teachers, parents, district personnel--and a division of responsibility among them; (4) There is no single correct way to do program planning--schools must find their own methods in accordance with general principles of planning, although guidance can be provided by written materials such as CSE kits; (5) Planning for the evaluation and management of instruction should occur concurrently with planning for instruction; and (6) School level program planning should not be viewed as a one-shot effort to produce a single written program plan but as part of a systematic effort to improve the quality of instruction (as with any innovation, the program planning process should be introduced with care and should become part of the normal functioning of the school).

COMMENT

Copies of this product were not available to the reviewer, however it is assumed that the Program Planning Kit will have a format similar to the Needs Assessment Kit. The premises upon which this Kit is being developed seem valid.

CSE PROGRAM EVALUATION KIT

INTENDED USERS

A building or district administrator or other staff member designated as program evaluator.

TYPE OF EVALUATION ADDRESSED

Formative and summative evaluation at all grade levels

APPROACH TO EVALUATION

The purpose of program evaluation is to gather credible information for decision-making. Formative evaluation has as its primary aims the improvement and clear elucidation of the program. Summative evaluation involves the collection of summary information to inform a judgment about the relative value of a program for a decision audience.

MAIN EMPHASIS

The kit includes a set of step-by-step guides, plus supplementary "How to" booklets for accomplishing major formative and summative program evaluation tasks. The materials include explanations of purpose and rationale, with the result that the kit provides some background in evaluation concepts and understanding of the job of a program evaluator as well as providing how-to information. The kit assumes that many evaluation activities fall within the range of potential expertise of school personnel and that access to them will increase their autonomy in information-gathering.

GOALS AND OBJECTIVES

The primary goals of the CSE Program Evaluation kit is to improve evaluation practice by teaching local personnel to perform their own evaluations. Using the kit, an evaluator should be able to:

- design, manage and execute a formative or a summative program evaluation.
- perform subsidiary tasks such as the development of appropriate measures.
- be able to give at least a general rationale for the nature and purpose of the procedures involved.
- be familiar with some of the major unresolved issues in evaluation and measurement.
- understand the range of tasks that comprise the role of the formative and summative program evaluator.

MAIN ACTIVITIES

After listening to an introductory tape, which discusses the various roles the evaluator might assume regarding the program, the user chooses one of these Step-by-Step guides to direct the planning and execution of either a formative evaluation, a summative evaluation, or a short experimental study. The short study guide fits evaluation or pilot test situations where a set of preconditions including defining target groups and program cycles can be met. It then directs the conduct of the evaluation from start to finish, providing statistical test procedures and a final report outline to fit the design used. The two longer guides are designed to fit any program evaluation situation. Thus users proceed by filling out worksheets defining the program and recording results of evaluation activities. "How-to" booklets are provided to help the evaluator perform certain specific tasks. These booklets include step-by-step procedures, background information on their purpose and rationale, and advice for overcoming common logistical and attitudinal stumbling blocks. Persons who are already experienced in evaluation can use kit materials as a reference and resource.

PROVISIONS FOR USE

A. Format: Can be used as a self-help tool, in on-the-job situations by groups or individuals entrusted with an evaluation, or as a training tool in a workshop or course setting.

B. Personnel Needed: No external personnel required for the inservice user, however, if Kit is to be used as the basis for a course or workshop it should be run by someone with some evaluation and/or measurement training. Kit users should have mastered basic algebra.

C. Product Components: Introductory tape and accompanying illustrative booklet; Step-by-Step Guide for conducting a summative evaluation; Step-by-Step Guide for conducting a formative evaluation; Step-by-Step Guide for conducting a small experiment; "How-to" booklets: 1) How to Select a Design, Display and Interpret Results, 2) How to Randomize, 3) How to Articulate Goals, Outcomes, and Objectives, 4) How to Measure Achievement, 5) How to Measure Attitudes, 6) How to Document the Program, 7) How to Calculate Statistics and Also Understand them, 8) How to Present an Evaluation Report, 9) How to Give and Receive Information for Formative Evaluation.

D. Other Resources: cassette player, hand calculator

E. Time Needed: determined by user

F. Conditions of Use: Kit users in on-the-job settings should have a commitment to spending the time necessary to conduct a quality evaluation.

ADAPTABILITY

The kit can be used on the job, in a school, or as the basis of a course or workshop, if the instructor has some background in evaluation, measurement, and research, and is willing and able to adapt its content to a workshop or course format. Kit materials can also be used to assist in needs assessment and educational research studies since many procedures and concepts are generalizable. The introductory tape can be used as an introduction to evaluation for program personnel, evaluation staff and parents, and the illustrations from the booklet are easily reproduced in transparency form. These materials can also be used, with minor modification in non-educational settings.

RELATED PRODUCTS

Other CSE workshops; FWL Evaluation series

COST

Approximately $40.00

AVAILABILITY

For information on product availability, contact:

CSE Field Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, CA 90024

HISTORY AND EVALUATION

Development of the CSE Program Evaluation Kit was begun in 1974 in response to a mandate from the NIE to develop a kit for summative program evaluation in the elementary schools. Kit development began with a needs assessment where CSE staff members assisted relatively unskilled evaluators of school programs in the Los Angeles area with the various tasks they were required to perform. This experience not only informed the development staff of the topics the kit should cover, it also enabled them to try several formats for presenting "How to" information to school practitioners.

When the field test draft of the kit was completed in fall, 1975, it was distributed to 130 field sites in the U. S. and Canada. Through a combination of telephone interviews and component-specific questionnaires, the staff gathered information for revision. Positive responses from field sites (and requests for kits from persons who had grapevine information which necessitated three printings of the field draft) concerning the quality and usefulness of the kit prompted the developers to add directives for formative evaluation and to expand its applicability to the secondary school.

COMMENT

This Kit represents an expansion of the previously developed Summative Evaluation Kit to include formative evaluation. Evaluation information provided does not indicate whether testing of the new kit has been completed. It would be interesting to know the reasons for deciding to combine formative and summative evaluation, and aim the kit at both elementary and secondary schools. Copies of these materials were not available to the reviewer, however it seems probable that this kit is somewhat more general than the other kits produced by CSE. The original Summative Evaluation kit was both attractive and usable, and one assumes that the present product will retain its virtues.

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH

AND DEVELOPMENT (F W L)

1 The Educational Management Program

2 Determining Instructional Purposes--Analyzing Problems (Unit 2)

3 Evaluation for Program Improvement (Unit 5)

4 Development, Dissemination, and Evaluation (DD&E) Training Resources

5 DD&E Series 1: Planning

6 DD&E Module 1.1: Problem Definition and Specification of Outcomes

7 DD&E Module 1.2: Consideration of Alternatives

8 DD&E Module 1.4 : Introduction to Evaluation

9 DD&E Series 2: Information/Data Collection and Organization

10 DD&E Module 2.2: Data Management

11 DD&E Module 4.4: Tryout, Review, & Revision

12 DD&E Series 5: Evaluation

13 DD&E Module 5.2: Measurement and Testing for Developers and Evaluators

14 DD&E Module 5.3: Design of Evaluation Instruments

15 DD&E Module 5.4: Planning and Implementing Evaluation

16 DD&E Module 515: Evaluation Problems

THE EDUCATIONAL MANAGEMENT TRAINING SERIES

INTENDED USERS

District and building level administrators and educational managers involved in instructional planning and decision-making.

MAIN EMPHASIS

The products in this series are aimed at providing users with understanding of and improved attitude towards educational managements, and the knowledge and skills to accomplish basic program management tasks which include: setting goals, analyzing problems, deriving objectives, designing programs, and assessing and improving them.

TYPE OF EVALUATION ADDRESSED

Planning, Needs Assessment, pre-formative evaluation, formative evaluation

APPROACH TO EVALUATION

The focus of all units in this series is on facilitating decision-making by educational managers.

GOALS AND OBJECTIVES

Instructional staff will be able to:

1. Assess needs, define and analyze problems, and establish program goals;
2. Collect and organize information useful in selecting an instructional program to meet goals;
3. Select an instructional program consistent with stated goals and justify choice;
4. Prepare a detailed plan for program implementation which includes a budget
5. Plan and implement formative evaluation of the instructional program.

MAIN ACTIVITIES

This series consists of five workshops which share a common instructional approach. Participants form one or more teams under the guidance of a Coordinator, who assists them to work through readings, worksheets, discussion, and feedback. In some workshops games or simulation exercises may also be featured. There is a strong emphasis on relating concepts and techniques learned to participants' real-life school situations.

PROVISIONS FOR USE

A. Format: Workshops or courses

B. Personnel: Each workshop requires a coordinator who can act as organizer, guide, and monitor. Coordinators need not have expert training, but should be familiar with the general area addressed by the workshop they are leading or

have previously participated in it themselves. They should also be familiar with school operations.

C. Product components: Unit 1: Determining Instructional Purposes--Setting Goals; Unit 2: Determining Instructional Purposes--Analyzing Problems; Unit 3; Determining Instructional Purposes--Deriving Objectives; Unit 4: Designing Instructional Programs; Unit 5: Evaluation for Program Improvement. For each workshop there is a Coordinators Handbook which provides complete instructions for conducting the workshop, and a Participant's Handbook which includes readings, worksheets, and all other essential materials.

D. Resources needed: units contain all essential materials.

E. Time needed: Units are organized into instructional modules or sessions, and different units may vary between ten and eighteen hours of total time involved.

F. Conditions of use: Users should be open to the possibility of input into decision-making from school staff and community as well as administration.

ADAPTABILITY

Considerable flexibility in setting and scheduling of workshops is possible, workshops in this series can be used within school districts or buildings, at conferences, or as part of (preservice) courses for educational professionals. Workshops can be used individually or as a series.

RELATED PRODUCTS

RBS Handbook of Comprehensive Planning in Schools; CSE workshops on Needs Assessment, Program Planning; Progress Evaluation; and Implementation Evaluation. CEPM School Planning, Evaluation, and Communication System.

COST

Coordinators' Handbooks vary between approximately four and thirty-five dollars; Participants' Handbooks between eight and ten dollars each, depending on the Unit in question.

AVAILABILITY

For information on products in this series, write: Far West Laboratory for Educational Research and Development
1855 Folsom St.
S.F. Ca. 94103

HISTORY AND EVALUATION

Evaluation of each Educational Management Program unit followed a cycle of testing and retesting which culminated in the main field test during 1974-75. Formative evaluation from each test provided a basis for revision of the units. In addition to field testing, consultants were asked to review program materials at various

stages during their development. Specific evaluation procedures and results for each unit are described in the History and Evaluation section of its summary.

COMMENT

The Educational Management Program is the result of an attempt to produce a coordinated group of materials which will enable schools and school districts to improve their program planning and management capabilities. Funding did not allow evaluation of the Program as a whole, and no information on the effects of all five Educational Management units used together is available. In general, program materials are well designed, and oriented towards giving users both an understanding of the concepts involved and skills needed to achieve unit goals.

DETERMINING INSTRUCTIONAL PURPOSES--ANALYZING PROBLEMS
(Unit 2 of the Educational Management Training Series)

INTENDED USERS

School personnel directly concerned with the design or selection of school curricula, such as: assistant superintendents, curriculum directors, principals, department heads, and lead teachers involved in long-range instructional planning and decision-making at grades K-12.

TYPE OF EVALUATION ADDRESSED

Needs assessment.

APPROACH TO EVALUATION

The purpose of evaluation activities covered in this unit is to facilitate educational decision-making.

MAIN EMPHASIS

Sharpening skills in identifying instructional problems and defining problems using existing and desired outcomes (needs assessment); collecting information needed to analyze problems; and determining the validity and relative seriousness of problems.

GOALS AND OBJECTIVES

After taking this workshop, the learner should be able to tell:

1. which problem signals warrant further analysis
2. what problems the signals imply
3. what additional information is needed
4. how that information should be collected
5. whether or not the problems are valid, and
6. if they are valid, how serious the problems are.

MAIN ACTIVITIES

A workshop coordinator acts as organizer, guide, and monitor. However, in many of the individual or group activities participants are self-directed. The training materials are organized into 6 modules which include reading assignments, informational materials, worksheets, and written feedback. Self-test exercises enable participants to compare their own responses with those suggested. Team members review each other's work and discuss it with other teams. Individual participants may also be asked to write papers describing the application of the processes learned in the workshop to a real-life school situation. Self-tests (after each module) help the user check progress and reinforce learning.

PROVISIONS FOR USE

A. Format: Workshop or course

B. Personnel: A coordinator who acts as an organizer, guide, and monitor. This can be a school administrator or a university professor. Neither participants nor coordinator need be proficient in problem analysis beforehand, but they should be familiar with the operations of schools.

C. Product components: Coordinator's Handbook (also includes material for Units 1 and 3), and Participant's Handbook.

D. Resources needed: the workshop is self-contained

E. Time needed: twelve to eighteen hours are required for the workshop. This time may vary depending on the motivation, skill-level, and degree of coverage desired by the group involved.

F. Conditions of Use: none

ADAPTABILITY

Considerable flexibility in setting and scheduling is possible. This workshop can be used within a school district or building, at a conference, or as part of a preservice course for educational professionals.

RELATED PRODUCTS

Other units in the Educational Management series, FWL 6--Problem Definition and Specification; CSE 9 Needs Assessment Kit and CSE 2 Evaluation Workshop I.

COST

Coordinator's Handbook, $4.95 each; Participant's Handbook, $10.00 each.

AVAILABILITY

The Coordinator's Handbook is available from Far West Laboratory for Educational Research and Development
1855 Folsom St.
S.F. Ca. 94103

The Participant's Handbook may be ordered from ACSA (Association of California School Administrators), 1575 Old Bayshore Highway, Burlingame, Ca. 94010

HISTORY AND EVALUATION

The need for a unit in this area was established by a pilot study (Carlisle, Cone & Whitney, 1971) and literature review. Development in 1970 and field testing was conducted in late spring of 1971 at San Francisco State University. Following field testing and revision, an interim form was released and operational testing took place. This unit, with related units 1 and 3, was one of the products reviewed by ETS for the National Center for Educational Communication in 1972, and was one of the 23 products recommended by its panel, with the comment that it compared well with competing products. An external evaluation of units 1-3 was conducted by Instructional Technology Consultants in 1974. Their report indicated that subject reaction to the unit was favorable, that users tended to recommend it for use by others, and that the more general terminal outcome of

the unit was the most important, and could be attained without mastery of many of the instructional objectives.

COMMENTS

Testing of this Unit has been extremely thorough. The unit deals with an area of evaluation planning which is sometimes skipped or combined with other skills. Analyzing Problems covers its subject in considerable detail, and some prospective users may be daunted by its massive appearance and the amount of reading required. However, it would appear that for a group willing to make the effort, use of this unit would be rewarding.

EVALUATION FOR PROGRAM IMPROVEMENT (Unit 5: Educational Management Training Series) FWL 3

INTENDED USERS

District level curriculum specialists, building level administrators, teachers, parents and others who might be involved in a program evaluation effort.

TYPE OF EVALUATION ADDRESSED

Formative evaluation, evaluation planning, instrumentation, interpretation of results

APPROACH TO EVALUATION

The purpose of evaluation is seen as being to help educational managers make decisions about program improvement.

MAIN EMPHASIS

Evaluation for Program Improvement is concerned with improving school/community attitudes towards evaluation, and providing those involved in it with an understanding of what evaluation can and cannot do, and the basic procedures and techniques used. It is not intended to turn people into expert evaluators, but rather provide them with a working knowledge of evaluation skills which they can use to plan and implement evaluation of their own programs.

GOALS AND OBJECTIVES

The goal of this workshop is to help instructional program managers develop the knowledge or skills necessary to identify, collect, organize, and analyze useful information in making decisions about program modification. A further goal is to bring about an understanding of the process of program evaluation and how it relates to specific roles in the school community.

MAIN ACTIVITIES

The workshop is divided into five sessions, which follow a basic pattern which involves reading about a stage of evaluation; participating in a simulation exercise in which given participants are provided with all necessary information to take the roles of members of an evaluation project in an imaginary school and community; reading selections from a case study which describes what evaluators in a similar school actually did at this point; and discussing what went on. Worksheets and reference lists are provided.

PROVISIONS FOR USE

A. Format: workshop

B. Personnel needed: Between five and thirty participants and a coordinator. The Coordinator will guide participants through the activities. He or she need not be a specialist in evaluation, or have participated in the workshop previously, but about 15 hours of advance preparatory reading

may be required in addition to time needed to make arrangements for the workshop.

C. Product components: A Coordinator's Handbook and one Participant's Handbook for each participant, are required. The Coordinator's Handbook contains a diagnostic questionnaire. A slide-tape and set of overhead transparencies are available and recommended. However, the Coordinator's Handbook suggests alternatives if the necessary audio-visual equipment is not available.

D. Resources needed: The workshop is self-contained, but the Coordinator is encouraged to assemble as many of the books in the annotated bibliography as possible so they will be readily available to participants.

E. Time needed: The workshop consists of five three hour sessions which can be presented in a variety of configurations, ranging from once a week for five weeks, to every day for five days, to two consecutive week-ends. The Coordinator's Handbook also contains suggestions for compressing it into 12 hours of meeting time or expanding it. Ideally time should be allowed between sessions for reading supplementary material in the Participants' Handbook and other recommended readings.

F. Conditions of Use: If the workshop has more than eleven participants, the Coordinator will have to divide the group and may need an assistant. Although the five sessions have been conducted in one weekend (evening and two days), it is clearly preferable to space the sessions over a longer period of time.

ADAPTABILITY

The workshop has been used as a five week segment of a semester course in educational evaluation. The principles and materials in the unit could probably be extended to treat summative evaluation issues if desired.

RELATED PRODUCTS

Other units in the Educational Management series; CSE Evaluation Workshops and kits.

COST

Coordinators' Handbook, transparencies, and slide-tape--$34.95
Participant's Handbooks, $7.95 per copy

AVAILABILITY

To order, write: Far West Laboratory for Educational Research and Development
1855 Folsom St., San Francisco, Ca. 94103

HISTORY AND EVALUATION

Specialists in evaluation have reviewed this unit and responded favorably to questions posed by program staff. A total of 64 participants, including district

administrators, teachers, principals and school counselors used all or parts of the materials in four field test sites. Thirty-nine of these participants responded to overall judgment questions at the conclusion of the workshop, of whom 80% said they had learned what they expected to from the workshop, 10% said they had not, and 10% had mixed reactions. No one has reported that the unit is physically, psychologically, or sociologically harmful, and user reactions have been generally positive. The material does not appear to display any social, ethnic, or sexual bias or stereotyping.

COMMENT

Test results for this unit appear to be somewhat inconclusive, which may be due to the fact that the unit leans more in the direction of creating understanding of evaluation purposes and procedures than towards mastery of evaluation skills, although exercises are provided. Role playing, on which much of the unit depends, may be difficult for some participants. The materials themselves are convenient and self-contained. The Participant's Handbook in particular is attractive and easy to use, although the Coordinator's Handbook appears a little crowded. The information provided seems to be complete enough for the Unit to be used without the assistance of a consultant.

B. Personnel: None are required, but training is enhanced significantly if an experienced professional who is familiar with the subject matter of a module and/or the DD&E program in general is available. This role can be played by a work supervisor or a college instructor.

C. Product Components: Twenty three instructional modules, organized into six major series: 1. Planning; 2. Information/Data Collection and Organization; 3. Communication Skills; 4. Development; 5. Evaluation; and 6. Dissemination and Marketing. These modules are usable separately or in a variety of combinations. A User Guide to Training Resources describes the purpose, structure, and objectives of each module. An Assessment System, which provides a manual and guide to the use of diagnostic, program planning, program progress assessment, and exit competence certification resources is also available.

D. Resources needed: These are specific to each module and are listed there.

E. Time needed: Individual modules require from 6 to 24 hours of learner involvement to complete, exclusive of special exercises or projects. The majority of modules take from 14 to 20 hours. The entire set of six series provides the "core" for a year-long, intensive M.A. level program or its equivalent.

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience. Although self-instructional access to a resource person or expert advisor, who can aid the user in diagnosing training needs, planning a personalized program of study, assessing progress, suggesting and reviewing specific applications projects, discussing problems and issues, etc., is highly recommended.

ADAPTABILITY

The DD&E resource system was deliberately designed to fit a wide range of settings (and can be employed in a variety of ways) ranging from higher education programs (community colleges, B.A., M.A. and doctoral programs in the behavioral sciences, educational technology, educational R&D, educational evaluation) to use in on-the-job training or upgrading in R&D, state, and local educational agencies. The wide variety and self-instructional format allow the individual to choose and arrange training which will fit his or her professional development needs.

RELATED PRODUCTS

Because of the breadth of coverage of the DD&E modules, there are numerous related products. For example, the DD&E Evaluation series is related to the FWL Evaluation for Program Improvement, to the RBS Evaluating a Curriculum Program, and to many of the CSE workshops and kits.

EDUCATIONAL DEVELOPMENT, DISSEMINATION, AND EVALUATION (DD&E) TRAINING RESOURCES

INTENDED USERS

These materials are aimed at education professionals employed in educational R&D agencies or similar roles in higher education, state or local educational agencies, or other settings in which there is a need for these skills, and at graduate students in preservice or inservice programs.

TYPE OF EVALUATION ADDRESSED

Individual training resources include coverage of evaluation orientation, planning, instrumentation, formative and summative evaluation, and problems.

APPROACH TO EVALUATION

In general, evaluation activites presented in these materials are intended to result in information which will help a professional decide how well a product is meeting criteria, and what to do to improve it.

MAIN EMPHASIS

This is an individualized, competency-based professional program with a flexible curriculum in educational product and program planning, development, dissemination, and evaluation.

GOALS AND OBJECTIVES

Main goals include providing users with knowledge, skills, and sensitivities specifically appropriate to effective performance at "entry-professional levels" in educational DD&E work settings.

MAIN ACTIVITIES

The DD&E training resources are primarily self-instructional. They consist of six series, each of which includes three to five "modules" which deal with various aspects of the subject area involved. Users may take a pre-test to determine whether or how much of a module they need to work through. They then read an orienting introduction, often with definitions of terms, and go through several Episodes which contain the basic instructional content of the module, in the form of readings, examples, etc. Objectives displayed at the beginning of each episode state what the user should be able to achieve in performance terms. Exercises are provided to give him or her an opportunity to apply concepts and skills. They are followed by model responses and explanations in the Feedback section. A summary at the end reviews key concepts. Study suggestions and a reference list are also provided for further self-development. Finally, separately bound post-tests allow the user or others to assess his or her achievement of the objectives.

PROVISIONS FOR USE

A. Format: Primarily self-instructional; may be used as part of a course or individually, on-the-job.

cumulative. The target audience to which these materials are most likely to be useful are present or prospective professionals in educational R&D agencies, a group at which few training materials are specifically aimed. The vocabulary used is characteristic of such agencies, and may present a considerable challenge to the inexperienced reader. However the materials, though often complex, are clearly presented, and should be very useful to the serious student. These materials are almost unique in that they break subject areas down into skills or phases which can be studied separately, and are thus extremely useful to someone who needs to flesh out his or her knowledge of a certain area. A novice, however, should probably plan on taking all the modules in a given series. The availability of a pretest or self-diagnostic instrument also adds to the efficiency of the system in identifying what training an individual does or does not need.

COST

1 copy of each of 23 modules--$117.50
10 copies of any single module--multiply single copy price by 10, then deduct 15%.
Individual modules cost from $5.00 to $7.50

AVAILABILITY

For complete list of prices, write:

Far West Laboratory for Educational Research and Development
1855 Folsom St., San Francisco, Ca. 94103

HISTORY AND EVALUATION

After initial development was complete, each module in this system was tested with 3-4 individuals representative of the target groups. Following this first tryout and revision, modules were again tested at Far West Laboratory with 6-9 individuals who took the pre-test, worked with the modules and completed all exercises in the workbooks, and took the post-test. Based on an analysis of test results, the modules were revised and developed in their field test form. Test sites were chosen from among a group of fourteen cooperating universities and agencies which included:

- The American Institute for Research (AIR) Palto Alto, California
- California State University at Hayward, California
- California State University at Long Beach, Long Beach, California
- Defense Language Institute (DLI), Monterey, California
- ERIC Center on Information Resources, Stanford, California
- Georgia State University, Atlanta, Georgia
- Human Resources Research Organization (HumRRO), Carmel, California
- Michigan State University, East Lansing, Michigan
- San Jose State University, San Jose, California
- San Francisco State University, San Francisco, California
- Temple University, Philadelphia, Pennsylvania
- University of Alaska, Fairbanks, Alaska
- University of California at Riverside, California
- University of Southern California, Los Angeles, California.

These institutions used modules in a variety of configurations. Each module was used by at least 12 learners, and the pre-established performance criterion was that at least 80% of these users would complete the modules with a score of 70 points or better out of 100 points. This criterion was met for all but one of the twenty three modules.

COMMENT

The DD&E Training Resources represent a considerable development effort. Testing has been thorough. However, the modules are intended to be useful in combination as well as singly, and there is no information available on the effect or effectiveness of modules in sequence or various configurations. It is assumed that the effect of a series of successful modules would be

FILE 5

DD&E SERIES 1: PLANNING

INTENDED USERS

Developers, evaluators, and others in educational R&D, graduate students in education

TYPE OF EVALUATION ADDRESSED

Individual components have relevance to evaluation planning, needs assessment, formative and summative evaluation.

APPROACH TO EVALUATION

The evaluation skills covered in this series are those which will help an educational manager avoid mistakes by evaluating a proposed product or program while it is still at a conceptual level.

MAIN EMPHASIS

This, the initial series in the DD&E program, consists of introductions to each of the three major areas of DD&E as well as introductions to specific planning strategies, such as problem definition and the specification of outcomes, and the consideration of alternatives for solving educational problems.

GOALS AND OBJECTIVES

The purpose of this series is to introduce the user to basic skills and problems involved in planning product or program development, and to familiarize him or her with the nature and content of the three main areas of development, evaluation, and dissemination.

MAIN ACTIVITIES

The basic pattern for all modules in this series is for the learner to take a pre-test or use self-diagnostic instrument to ascertain his/her present level of knowledge in this area. The modules themselves consist of an introduction, instructional text, examples and problems, and a variety of exercises for which model responses are provided. A summary recapitulates key concepts, and a study-suggestion section and/or reference list offer opportunities for further self-development. Post-tests to measure learning are also available.

PROVISIONS FOR USE

A. Format: self-instructional booklets

B. Personnel needed: none, although it is desirable to have someone experienced in the field available for advice and discussion.

C. Resources needed: none

D. Product components: Module 1.0--An Overview; Module 1.1--Problem Definition and Specification of Outcomes; Module 1.2--Consideration of Alternatives; Module 1.3/4.1--Introduction to Development; Module 1.4/5.1--Introduction to Evaluation; Module 1.5/6.1--Introduction to Dissemination and Marketing.

E. Time Needed: average seventeen and a half hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This series can be used in the context of a training program at a college, university, or R&D agency, a training program sponsored by a college or university and R&D agency or school district working in partnership; or by an individual in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

No other materials are prerequisite to this series, however modules in other DD&E series extend the learning begun with this one.

COST

The group price for a complete set of modules in Series 1 is $24.50.

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, Ca. 94103

HISTORY AND EVALUATION

After the first stage of development was complete, all modules in this series were tested with 3-4 individuals representative of the target groups. Following this first tryout and revision, modules were again tested at Far West Laboratory with 6-9 individuals who took the pre-test, worked with the modules and completed all exercises in the workbooks, and took the post-test. Based on an analysis of test results, the modules were revised and developed in their field test form. Test sites were chosen from a group of fourteen cooperating universities and agencies. The expectation was that each module would be used by at least 12 learners. The pre-established performance criterion was that at least 80% of the users would complete the modules with a score of 70 points or better out of 100 points. For all modules in Series 1 this criterion was met.

COMMENT

This series deals with various aspects of the planning process which should precede development. Three modules in the series are relevant to evaluation: Modules 1.1, 1.2, and 1.4.

Problem Definition and Specification of Outcomes, which corresponds to Needs Assessment and goal setting in a program development; Module 1.2--Consideration of Alternatives, which corresponds to the evaluation of curricula being proposed to meet identified needs; and Module 1.4--Introduction to Evaluation, which serves as an Overview of product evaluation. Modules in this series share most of the characteristics described in the Comment section on the DD&E Training Resources as a group (FWL 4).

FWL 5

DD&E Module 1.1: PROBLEM DEFINITION AND SPECIFICATION OF OUTCOMES

INTENDED USERS

Developers, evaluators, and others in educational R&D, graduate students in education

TYPE OF EVALUATION ADDRESSED

Evaluation planning and needs assessment (problem-solving skills).

APPROACH TO EVALUATION

The purpose of the skills taught in this module is to enable an evaluator to assess a proposed solution to an educational problem in terms of its appropriateness. This will help educational managers to make correct decisions about product or program development.

MAIN EMPHASIS

This module is designed to develop in the user a comprehension of concepts, principles, and procedures relevant to the definition of educational problems and the specification of expected outcomes. It covers the study of a problem and its possible solutions, focussing on: its general nature; detailed description, including causes; alternative solutions; and evaluation of alternative solutions. A second content area is the writing of behavioral objectives or performance outcomes.

GOALS AND OBJECTIVES

After working through this module, the learner should be able to:

1. Take a proposal, or other statement describing an educational problem (need), and identify information concerning the problem's general nature and extent, alternative solutions to it (including previous attempts to solve the problem), and evaluate alternative solutions.

2. Tell whether or not information is lacking in some or all of the above categories, list the type of information missing and suggest possible ways of obtaining it.

3. Take a general goal, and write one or more objectives stated in behavioral terms addressed to the goal.

MAIN ACTIVITIES

The learner uses a self-diagnostic instrument to determine whether, or how much of, the material in the module he needs to go through. After reading an introduction, he or she reads text, examples, and problems, and does exercises. These exercises vary in style and complexity--some are question/answer exercises; others are problem-solving or synthesis exercises. Correct or model responses are provided in feedback sections at the end of each. A summary recaps key concepts, problems or review questions

which parallel or supplement the problems and exercises in the module. This section also contains a reference list.

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel needed: none, although it is desirable to have an experienced evaluator able to discuss module content and learner work.

C. Resources needed: none

D. Product components: module, post-test

E. Time needed: 16-18 hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This series can be used in the context of a training program at a college, university, or R&D agency, a training program sponsored by a college or university and R&D agency or school district working in partnership; or by an individual in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

Other modules in the DD&E Planning, Development and, Evaluation series may be of interest in extending skills acquired in this module.

COST

single copy--$4.75

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, Ca. 94103

HISTORY AND EVALUATION

After initial development, this module was pilot tested with 3-4 representatives of the target group. Following the first revision, it was again tested with 6-9 people who took the pre-test, worked with the module, completed all exercises, and took a post-test. Based on an analysis of test results, it was revised and developed in field test form. Field testing took place between Fall of 1973 and Summer, 1975. The module was completed by 19 students, all of whom scored better than 70 points out of 100, and an average score of 87. Averag

gain of students taking both pre- and post-tests was 44 points.

COMMENT

The skills addressed in this module are the product development equivalent of needs assessment and goal setting in a school or school district. Episode 1: Problem Analysis, is the part of the module most directly related to Evaluation. Episode objectives are clear, and the exercises and examples seem well chosen to help a learner achieve them. This module is intended for an entry professional, however, and so it limits itself to teaching the user how to make a simple analysis of a problem, based on written information about a situation. Instructional potential of this module would be considerably increased by use in an on-the-job situation in which the learner can apply or see these skills being applied to an actual problem, and discuss the processes involved with experienced professionals. This is recommended by the developers.

DD&E MODULE 1.2: CONSIDERATION OF ALTERNATIVES

FKL 7

INTENDED USERS

Developers, evaluators and others in educational R&D, graduate students in education.

TYPE OF EVALUATION ADDRESSED

Pre-formative evaluation (Problem Solving Skills)

APPROACH TO EVALUATION

The purpose of evaluating proposed solutions to educational problems is to enable educational managers to decide on the best choices before time and money have been spent developing or implementing products and programs.

MAIN EMPHASIS

This module presents a systematic model for considering alternative solutions to educational problems, first by generating alternatives, second by analyzing them, and third by evaluating them. It is designed to help the R&D educator select alternatives that will be effective and efficient.

GOALS AND OBJECTIVES

After working through this module, the learner should be familiar with the following skills:

1. Locating, selecting and describing appropriate existing theory, content, strategies, or methods for <u>direct application</u> in development of solutions to educational problems.

2. Locating, selecting, and describing appropriate existing theory, content strategies, or methods which can be <u>adapted</u> for development of solutions to educational problems.

3. Describing specific <u>critical modifications</u> required to adapt existing theory, content, strategies, or methods so that they will achieve the goals of the proposed product or program.

4. Designing or inventing new content, strategies, or methods for developing solutions to educational problems.

5. Collecting, organizing, and analyzing objective and subjective information from staff, consultants, and/or users on the relative feasibility of alternative application, adaptation, or invention solutions.

6. Preparing a detailed description of the product solution including: (a) the bases for analysis of the problem; (b) objectives; (c) major product elements; (d) proposed development methods; and (e) advantages, disadvantages, and side effects.

MAIN ACTIVITIES

After reading the Introduction, the learner reads text, examples and discussion of the topics being treated, does exercises and answers review questions. Exercises vary from question and answer to problem solving or analysis in form. Suggested or model answers are provided in a feedback section. After the summary, there are study suggestions for further practice or reading.

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel needed: none, although it is desirable to have someone experienced in the field available for advice and discussion.

C. Product Components: module, post-test

D. Resources needed: none

E. Time needed: 12-16 hours

F. Conditions of use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This module can be used in the context of a training program at a college, university, or R&D Agency, a training program sponsored by a college or university and R&D agency or school district working in partnership, or by an individual in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

Module 1.1 serves as a useful predecessor to this module. Other modules in the Planning, Development or Evaluation series may be used to extend skills acquired through using this module.

COST

Single copy--$4.75

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, Ca. 94103

HISTORY AND EVALUATION

After initial development, this module was pilot tested with 3-4 representatives of the target group. Following the first revision, they were again tested with 6-9 people who took the pre-test, worked with the module completed all exercises, and took a post-test. Based on an analysis of test results, it was revised and developed in field test form. Field testing took place between Fall of 1973 and Summer, 1975. The module was completed by 18 students who averaged 85 out of 100 points on the post-test. 89% of those taking the module scored better than 70 points. Of the 14 students who took both pre and post-test, average point gain was 32.

COMMENT

Since it is oriented primarily towards product development, Consideration of Alternatives tends to stress adaption and invention of strategies and materials, rather than adoption of existing products. However this module would probably be more relevant to program development in a school situation than most of the DD&E materials.

It is geared specifically to the needs and abilities of the entry-professional, who has to understand and contribute to a project rather than run it. It provides the necessary background and criteria to write a simple evaluation of a proposed solution to an educational problem, and the exercises and examples seem well chosen. The instructional potential of this module would be considerably increased by use in an on-the-job situation in which the learner could apply or see these skills being applied to an actual problem, and discuss the processes involved with experienced professionals. This is recommended by the developers.

DD&E MODULE 1.4/5.1: INTRODUCTION TO EVALUATION

INTENDED USERS

Educational developers, evaluators and others involved in R&D; graduate students in education.

TYPE OF EVALUATION ADDRESSED

Orientation to Formative and Summative Evaluation

APPROACH TO EVALUATION

Developers believe that the purpose of evaluation is to provide information which can be used to make decisions or modification, adoption, or rejection of an educational product or program.

MAIN EMPHASIS

This module introduces the learner to conceptual frameworks which aid in organizing information about a product or program so that the specific aspects of it needed to make a judgment can be selected. The basic evaluation framework presented outlines 5 basic steps in the evaluation process: defining the purpose of the evaluation; determining the kinds of information to be collected; collecting and analyzing the information; drawing conclusions; and making decisions. Four case studies are presented as examples of evaluation in action, including possible problems, conflicts and satisfactions.

GOALS AND OBJECTIVES

After working through this module, the learner should be able to:

1. describe the purposes of evaluation in development, dissemination, and evaluation programs.

2. describe the basic steps in an evaluation process.

3. compare and contrast formative and summative evaluation designs and procedures.

4. when presented with an evaluation problem, identify some of the more easily recognized missing information critical to the problem's solution.

MAIN ACTIVITIES

After reading the Introduction, the learner will read four case studies of actual evaluation projects. After each, he or she will do exercises and answer questions dealing with various aspects of the studies. Sample answers are provided in a Feedback section. After the summary at the end, there are Study Suggestions which consist of a fifth case study with optional exercises and feedback. Additional resources in this area are included in the Reference section.

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel: the module is designed to be used by the learner alone, however the availability of an experienced evaluator with whom the learner can discuss what he is learning is desirable.

C. Resources needed: none

D. Product Components: module, post-test

E. Time needed: 15-20 hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This module can be used in the context of a training program at a college, university, or R&D agency, a training program sponsored by a college or university and R&D agency or school district working in partnership, or by an individual in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

This module serves as the introduction to the DD&E Evaluation series.

COST

Single copy--$5.75

AVAILABILITY

To order write:

Far West Laboratory for educational Research and Development
1855 Folsom St.
San Francisco, Ca. 94103

HISTORY AND EVALUATION

After initial development, this module was pilot tested with 3-4 representatives of the target group. Following the first revision, they were again tested with 6-9 people who took the pre-test, worked with the module, completed all exercises, and took a post-test. Based on an analysis of test results, it was revised and developed in field test form. This module was field tested from Fall 1973 to Summer 1975. For the 34 learners who completed the module the average post-test score was 81 out of 100 points. 85% of those who took the test scored over 70. Ten learners took both pre and post-test. Their average gain was 48 points.

COMMENTS

This module doubles as the Evaluation section of the Planning Series and the Overview module for the Evaluation Series. Its purpose is to give the user knowledge about evaluation rather than evaluation skills. It introduces the different kinds of activities which are characteristic of the evaluation cycle, but emphasizes developmental and outcome evaluation to the near-exclusion of pre-formative evaluation. The case histories which illustrate the evaluation process stress procedures and results rather than the value behind them.

FILED

DD&E SERIES 2: INFORMATION/DATA COLLECTION AND ORGANIZATION

FWL 9

INTENDED USERS

Developers, evaluators, and others in educational R&D, graduate students in education.

TYPE OF EVALUATION ADDRESSED

Instrumentation/Data Gathering--all types evaluation

APPROACH TO EVALUATION

The skills covered in this series are intended to assist in research or evaluation associated with product development.

MAIN EMPHASIS

The Information/Data Collection and Organization Series contains two types of modules: information module discussing categories and techniques for the collection and organization of documentary information, and a data module, explaining the collection and organization of quantitative and qualitative data.

GOALS AND OBJECTIVES

The purpose of this series is to introduce the learner to basic sources of data and methods for gathering it, and some competence in actual data gathering skills.

MAIN ACTIVITIES

The basic pattern for modules in this series includes a pre-test or self-diagnostic instrument, an introduction, instructional text, examples and problems, and a variety of exercises for which model responses are provided. A summary recapitulates key concepts, and a study suggestion section and/or reference list offers opportunities for further self-development. Post-tests to measure learning are also available.

PROVISIONS FOR USE.

A. Format: self-instructional booklets

B. Personnel needed: none, although it is desirable to have someone who is experienced in the field available for advice and discussion.

C. Resources needed: none

D. Product components: Module 2.1--Orientation to Collecting and Organizing Information and Data; Module 2.2--Data Management; Module 2.3--The Retrieval of Information Using Bibliographic Sources; 2.4--The Retrieval of Information Using Special Sources.

E. Time Needed: average sixteen hours

F Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This series can be used in the context of a training program at a college, university, or R&D agency; a training program sponsored by a college or university and R&D agency or school district working in partnership; or by an individual in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

No other materials are prerequisite to this series, however modules in the Evaluation series provide an opportunity for development of skills acquired through using this series.

COST

Complete set of modules in Series 2--$15.50.

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, Ca. 94103

HISTORY AND EVALUATION

After the first stage of development was complete, all modules in this series were tested with 3-4 individuals representative of the target groups. Following this first tryout and revision, modules were again tested at Far West Laboratory with 6-9 individuals who took the pre-test, worked with the modules, and completed all exercises in the workbooks and took the post-test. Based on an analysis of test results, the modules were revised and developed in their field test form. Test sites were chosen from a group of fourteen cooperating universities and agencies. The expectation was that each module would be used by at least 12 learners. The pre-established performance criterion was that at least 80% of the users would complete the modules with a score of 70 points or better out of 100 points. This criterion was met by all modules in this series except 2.1.

COMMENT

This series is entirely skill-oriented, and is intended to train the user in some of the basic skills needed by someone in a Research Assistant or similar position. Any of these skills might be used in an evaluation effort, but Module 2.2--Data Management, is most relevant. To understand the role these skills play in evaluation, the user should also take Modules in the DD&E Evaluation Series, or any other

FWL 9

Introductory materials. Modules in this Series share the same general characteristics described in the Comment section for the DD&E Training Resources as a whole (FWL 4).

DD&E MODULE 2.2: DATA MANAGEMENT

INTENDED USERS

Developers, evaluators, and others in educational R&D, graduate students in education

TYPE OF EVALUATION ADDRESSED

Instrumentation/Data gathering, Communication

APPROACH TO EVALUATION

In this module, the purpose of evaluation is the determination of the value of proposed ideas for improving education.

MAIN EMPHASIS

This module is divided into three "episodes," the first introduces, describes, and indicates difficulties in identifying, coding, and organizing data. The second explains how to tally or compute frequencies, percentages, proportions, and ratios, and how to prepare simple, relative, and cumulative frequency distributions. The third episode covers a number of graphic and pictorial techniques for displaying data.

GOALS AND OBJECTIVES

This module is designed to teach the following:

1. commonly used methods for identifying, organizing, and presenting numerical data obtained in educational DD&E projects.

2. how to identify and code scores or responses on tests, questionnaires, interviews, and observation forms.

3. how to organize data for standard methods of statistical analysis.

4. several tallying and computing techniques, the preparation of different kinds of frequency distributions, and tabular, graphic, and pictorial data displays.

MAIN ACTIVITIES

Before beginning the module, the learner has the option of taking a pre-test to establish whether, or how much of the material he needs to learn. The module itself features an introduction with definitions of terms, instructional text, examples and problems, and exercises for which model responses are provided. These are followed by Study Suggestions and a reference list. A post-test can be used to measure learning.

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel Needed: none, although it is desirable to have someone who is experienced in data management available for advice and discussion.

C. Resources Needed: Elementary Statistics 2nd ed., by Janet T. Spence, Benton J. Underwood, Carl P. Duncan, and John W. Cotton (New York: Appleton-Century-Crofts, 1968), and How to Lie with Statistics, by Darrell Huff (New York: W. W. Norton and Co., 1954)

D. Product Components: booklet, post-test

E. Time Needed: 12-16 hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This module can be used in the context of a training program at a college, university, or R&D agency, a training program sponsored by a college or university and R&D agency or school district working in partnership; or by an individual in an R&D or school setting. It can be used for preservice or inservice training.

RELATED PRODUCTS

No other materials or skills are prerequisite for this module; however, it may be a useful reference in conjunction with modules 4.4., Tryout, Review, and Revision; and modules in the evaluation series.

COST

Single copy - $5.75

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103

HISTORY AND EVALUATION

After the first stage of development was complete, this module was tested with several individuals representative of the target groups. After being revised, it was again tested with 6-9 individuals who took the pre-test, completed all exercises, and took the post-test. The test results were analyzed and the module revised into field test form. It was tested at several

universities and R&D agencies by 29 learners. Their average score on the post-test was 79, and 83% of them scored better than 70 points out of 100. The average gain of those who took both pre- and post-test was 61 points.

COMMENT

This module does not concern itself with what to evaluate, or why, but rather trains the user in some specific techniques for dealing intelligently with the data an evaluation effort produces. It has great potential for usefulness in conjunction with other materials, if, for instance, an evaluation committee which has been using one of the large-scale programs (SPECS, Handbook of Comprehensive Planning in Schools, etc.) finds itself at the end of an evaluation with no experience in analyzing and communicating its data. Like many of the DD&E modules, 2.2 has the virtue of providing useful basic training in a single skill group which can be plugged in to a variety of situations. The procedures presented here would be equally useful with data from product or program evaluation.

DD&E MODULE 4.4. REVIEW, TRYOUT, AND REVISION

FWL 11

INTENDED USERS

Developers, evaluators, and others in educational R&D, graduate students in education

TYPE OF EVALUATION ADDRESSED

Formative evaluation

APPROACH TO EVALUATION

The evaluation skills taught in this module are intended to enable a developer to make decisions on how to improve an instructional product

MAIN EMPHASIS

Although this module is part of the Development series, it is concerned with formative evaluation. It covers the three processes involved in the cycle of improving an instructional product after a preliminary version has been developed: review and tryout, and revision. On a smaller scale, it presents procedures which will also be used in the major field test. Criteria, methodology, possible problems and how to deal with them, and ways of communicating and using results are all presented.

GOALS AND OBJECTIVES

The purpose of this module is to give users a general knowledge of the following:

1. the function of formative evaluation within the development process,
2. some of the problems that can result when formative evaluation is not employed;
3. the basic procedures and criteria for reviewing a product or having it reviewed;
4. the basic procedures for determining information to be derived from a tryout for a product, for obtaining that information, and for organizing it into a useful form;
5. the basic procedures for determining what revisions should be made to solve problems in a product and how to make revisions.

MAIN ACTIVITIES

The user has the option of beginning by taking a pre-test to determine whether or how much of the material in the module he or she does not know. The module itself contains an introduction and definition of terms, followed by instructional text, readings, examples and problems, and exercises for which model responses are provided. The module concludes with a list of references for further study. A post-test to measure learning is available.

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel Needed: none, although it is desirable to have someone experienced in the field available for advice and discussion.

C. Resources Needed: none

D. Product Components: booklet, post-test

E. Time Needed: 15-18 hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full interships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This module can be used in the context of a training program at a college, university, or R&D agency; a training program sponsored by a college or university and R&D agency or school district working in partnership; or by an individual in an R&D or school setting. It can be used for preservice or inservice training.

RELATED PRODUCTS

No other modules are prerequisite to this one, however modules in the Evaluation series can be used to extend learning begun with this one.

COST

Single copy - $5.75

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, CA 94103

HISTORY AND EVALUATION

After the first stage of development was complete, this module was tried out with 3-4 individuals representative of the target groups. After being revised, it was again tested with 6-9 individuals who took the pre-test, completed all exercises, and took the post-test. The test results were analyzed and the module revised into field test form. It was used at several universities and R&D agencies by a total of 22 learners. Their average score on the post-test was 85, and 91% of them scored better than 70 points out of 100.

COMMENT

This is the only module from the DD&E Development Series included in this Guide, and it could just as easily have been a part of the Evaluation Series. Perhaps the reasoning was that in an R&D setting, try out and review are more likely to be managed by the product's developer than by someone in an evaluation role. The Module takes a very practical approach to the problems of prelimary formative evaluation, and even provides information on how to set up guidelines for reviewers, an area which is often left to take care of itself. It would be a useful item to simply hand to someone who was about to do a first small test of a product, to refresh his or her memory of what should be covered, or to fill in any missing skills.

DD&E SERIES 5: EVALUATION

INTENDED USERS

Developers, evaluators, and others in educational R&D, graduate students in education

TYPE OF EVALUATION ADDRESSED

Orientation, instrumentation, evaluation planning, formative and summative evaluation

APPROACH TO EVALUATION

Evaluation is seen as a process that generates information for decision-making

MAIN EMPHASIS

The evaluation series helps the DD&E professional make decisions based on a consideration of evidence. Modules in this series provide a basic orientation to the field of evaluation and differentiate between formative and summative evaluation; acquaint users with the basic steps for developing an evaluation instrument or procedures; show how an evaluator prepares for implementation of evaluation plans; and focuses on special problems occurring in evaluation.

GOALS AND OBJECTIVES

The purpose of this series is to give the learner a general working knowledge of evaluation as it is used in the development of instructional products and programs.

MAIN ACTIVITIES

The basic pattern for all modules in this series is for the learner to take a pre-test or use self-diagnostic instrument to ascertain his present level of knowledge in the area in question. The modules themselves consist of an introduction, instructional text, examples and problems, and a variety of exercises for which model responses are provided. A summary recapitulates key concepts, and a study suggestion section and/or reference list offer opportunities for further self-development. Post-tests measuring learning are also available.

PROVISIONS FOR USE

A. Format: self-instructional booklets

B. Personnel Needed: none, although it is desirable to have someone experienced in evaluation available for advice and discussion.

C. Resources Needed: none

D. Products Components: Module 5.1/1.4--Introduction to Evaluation; Module 5.2--Measurement and Testing for Developers and Evaluators; Module 5.3--Design of Evaluation Instruments; Module 5.4--Planning and Implementing Evaluation; Module 5.5--Evaluation problems.

E. Time Needed: average eighteen hours per module

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, field internships, or planned by arranging for bona fide employment and on-the-job experience.

AVAILABILITY

This series can be used in the context of a training program at a college, university, or R&D agency; a training program sponsored by a college or university and R&D agency or school district working in partnership, or by an individual in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

No other materials are prerequisite to this series.

COST

A complete set of modules in Series 5 is $43.50

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103

HISTORY AND EVALUATION

After the first stage of development was complete, all modules in this series were tested with 3-4 individuals representative of the target groups. Following this first tryout and revisions, modules were again tested at Far West Laboratory with 6-9 individuals who took the pre-test, worked with the modules and completed all exercises in the workbooks, and took the post-test. Based on an analysis of test results, the modules were revised and developed in their field test form. Test sites were chosen from a group of fourteen cooperating universities and agencies. The expectation was that each module would be used by at least 12 learners. The pre-established performance criterion was that at least 80% of the users would complete the modules with a score of 70 points or better out of 100 points. For all modules in Series 5 this criterion was met.

COMMENT

This series offers basic training oriented towards the technical aspects of evaluation, from the point of view of a single evaluator or perhaps a staff member assigned to this role. These materials may be the most generally applicable of those covered in this Guide, since they can be used for product or program evaluation. However the modules do not really deal with interpersonal and organizational considerations which may affect the conduct of an evaluation, especially within a school setting.

FWL 12

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel Needed: the module is designed to be used by the learner alone, however the availability of an experienced evaluator with whom the learner can discuss what he is learning is desirable.

C. Product Components: module, post-test

D. Resources Needed: none

E. Time Needed: 14-16 hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This module can be used in the context of a training program at a college, university or R&D agency; a training program sponsored by a college or university and R&D agency or school district working in partnership; or by an individual in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

No other materials are prerequisite to this product however module 5.1 provides a preparatory overview, and modules 5.3, 5.4, and 5.5 extend the skills introduced in this module.

COST

Single copy - $7.50

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103

HISTORY AND EVALUATION

After initial development, this module was pilot tested with 3-4 representatives of the target group. Following the first revision, it was again tested with 6-9 people who took the pre-test, worked with the module and completed all exercises, and took a post-test. Based on an analysis of test results, it was revised and developed in field test form. Field testing took place between

DD&E MODULE 5.2: MEASUREMENT AND TESTING FOR DEVELOPERS AND EVALUATORS

INTENDED USERS

Developers, evaluators and others with a need for evaluation skills, graduate students in education.

TYPE OF EVALUATION ADDRESSED

Instrumentation, Data gathering

APPROACH TO EVALUATION

Measurements and tests are seen as providing a basis for decision making.

MAIN EMPHASIS

This module contains an introduction, three learning episodes, a summary, and an accompanying end-of-module test. Episode I focuses upon basic concepts and rules of measurement. Episode II discusses ethical issues and considerations involved in the measurement of people. It describes and distinguishes between criterion- and norm-referenced measures, and the problems of applying the concepts of reliability and validity to the everyday concerns of evaluation and development. Episode III distinguishes among different types of tests, their selection, use, and scoring.

GOALS AND OBJECTIVES

The purpose of the module is to develop in the user an understanding of:

- The concepts and rules fundamental to constructing and using tests and measures.
- The levels of measures to which these concepts and rules are applicable.
- The nature of criterion- and norm-referenced measures and standardized and non-standardized measures, and the relationship among them.
- The nature of aptitude, attitude, and achievement measures, and the relationship among them.
- The different types of validity and reliability.
- The problems of extending the concepts of reliability and validity to the operational concerns of development and evaluation.
- The principles of selection, use, scoring, and interpretation of tests.
- The ethical issues and concerns that surround the activity of measuring people.

MAIN ACTIVITIES

Users begin with a self-diagnosis. They then read a text and do exercises which provide practical examples, introduce points of practical significance which cannot be easily made in the text; and simulate problems learners may encouter in actual measurement and testing situations. A feedback section is included so that learners may check their responses, and review questions highlighting key concepts, with their own feedback, are also provided. Additional references and suggestions for further study appear at the end of each section, and the module closes with a summary which enables the reader to review what he or she has learned.

Fall of 1973 and Summer, 1975. The module was completed by 34 students, 79% of whom scored better than 70 points out 100 on the post-test. Gain of students who took both pre- and post-test averaged 47 points, and the average post-test score was 76.

COMMENT

This is not a book for the casual reader, but for someone who wants a good basic introduction to testing and measurement in the context of evaluation, Module 5.2 could be very useful. It could also be used as a review by people with previous training in this area. It deals clearly with a rather complex subject, and presents exercises and self-tests to help the learner to master the material. These are skills which should be useful to anyone involved in evaluation--product or program.

DD&E MODULE 5.3: DESIGN OF EVALUATION INSTRUMENTS

INTENDED USERS

Developers, evaluators and others with need for evaluation skills, graduate students in education

TYPE OF EVALUATION ADDRESSED

Instrumentation

APPROACH TO EVALUATION

The purpose of evaluation is to make a judgement based on data which are clear and unambiguous. This information may then be used to modify the product or program toward better attainment of its various objectives.

MAIN EMPHASIS

The text and exercises in this module introduce the learner to formative evaluation, criterion-referenced tests, product-based instruments, performance-based instruments and self-report instruments and the basic criteria of validity, comprehensiveness, reliability, and feasibility which evaluation instruments should meet.

GOALS AND OBJECTIVES

Upon completion of this module, the user should understand:

- The necessity for construction instruments for evaluation.
- The nature of differences between and potential utility of norm-referenced and criterion-referenced evaluation instruments.
- The procedures involved in planning, designing, and constructing criterion-referenced instruments for formative evaluation.
- The procedures involved in planning, designing, and construction self-report instruments.

MAIN ACTIVITIES

This module contains an introduction, a self-diagnosis, two learning episodes, which contain the basic instructional content, readings, examples and exercises, a reference section, and an accompanying end-of-module test. Exercises are followed by model responses and explanations in the Feedback sections.

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel Needed: the module is designed to be used by the learner alone, however an experienced evaluator with whom the learner can discuss module content is very useful.

C. Product Components: module, post-test

D. Resources Needed: none

E. Time Needed: 16-22 hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bona fide employment and on-the-job experience.

ADAPTABILITY

This module can be used in the context of a training program at a college, university, or R&D agency, a training program sponsored by a college or university and R&D agency or school district working in partnership, or by an individual working alone in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

No other materials are prerequisite to this product, however modules 5.1 and 5.2 provide preparation, and 5.4 and 5.5 extend the skills introduced in this module.

COST

Single copy - $7.50

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, CA 94103

HISTORY AND EVALUATION

After initial development, this module was pilot tested with 3-4 representatives of the target group. Following the first revision, it was again tested with 6-9 people who took the pre-test, worked with the module, completed all exercises, and took a post-test. Based on an analysis of test results, it was revised and developed in field test form. Field testing took place between fall of 1973 and summer, 1975. The module was completed by 22 students, 95% of whom scored better than 70 points out of 100 on the post-test. Average gain of students who took both pre- and post-test was 59 points, and the average post-test score was 87.

COMMENT

This module emphasizes the importance of good instrument design to accurate evaluation. Classifying instruments by the purposes they serve provides a useful framework for approaching them. The user who completes this module should end up with a good working knowledge of widely used instrument designs that apply to practical problems frequently encountered by field evaluators. The module includes numerous examples of different kinds of instruments to serve as models. This module, like 5.2, could be extremely useful in conjunction with a school-based curriculum evaluation program.

DD&E MODULE 5.4: PLANNING AND IMPLEMENTING EVALUATION

INTENDED USERS

Developers, evaluators and others with a need for evaluation skills, graduate students in education

TYPE OF EVALUATION ADDRESSED

Planning and implementation of evaluation in general, and formative evaluation as a part of the instructional development process in particular.

APPROACH TO EVALUATION

Evaluation is seen as a way of generating information for decision-making, and is approached as an integral part of product or program development.

MAIN EMPHASIS

This module presents characteristics of both formative and summative evaluation in terms of types and uses of information they provide; describes procedures for planning and implementation of an evaluation study, and presents a case study of development and evaluation of an educational product as an example of how these procedures are put into practice.

GOALS AND OBJECTIVES

The user will be able to distinguish between formative and summative evaluation and their contributions to instructional design and development; and describe major procedures involved in planning and implementing formative evaluation.

MAIN ACTIVITIES

Users read examples and adaptations of material from actual development projects which present evaluation problems. They perform evaluation tasks based on these examples or describe how they would be done. Model answers and discussion are provided. Questions and feedback interspersed with the instructional material allow the user to monitor his or her own learning.

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel Needed: the module is designed to be used by the learner alone, however the presence of an experienced evaluator with whom the learner can discuss his work is very useful.

C. Product Components: module, post-test

D. Resources Needed: none

E. Time Needed: 17-22 hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships or planned by arranging for bonafide employment and on-the-job experience.

ADAPTABILITY

This module can be used in the context of a training program at a college, university, or R&D agency, a training program sponsored by a college or university working in partnership with an R&D agency or school district, or by an individual working alone in an R&D or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

No other materials are prerequisite to this product, however modules 5.1, 5.2, and 5.3 provide preparation, and 5.5 extends the skills introduced in this module. SEDL 1 covers field testing specifically, from much the same point of view.

COST

Single copy - $7.50

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, CA 94103

HISTORY AND EVALUATION

After initial development, this module was pilot tested with 3-4 representatives of the target group. Following the first revision, it was again tested with 6-9 people who took the pre-test, worked with the module, completed all exercises, and took a post-test. Based on an analysis of test results, it was revised and developed in field test form. Field testing took place between fall of 1973 and summer, 1975. The module was completed by 19 students, 95% of whom scored better than 70 points out of 100 on the post-test. The gain of students who took both pre- and post-test averaged 63 points, and the average score on the post-test was 88.

COMMENT

This module seems to present a good general picture of product evaluation, and is intended to enable a user to perform intelligently in a subordinate position in an evaluation effort. Like most of the other DD&E modules (and as the developers advise), its instructional effectiveness would be considerably increased by use in an on-the-job situation.

DD&E MODULE 5.5: EVALUATION PROBLEMS

INTENDED USERS

Developers, evaluators and others with a need for evaluation skills, graduate students in education

TYPE OF EVALUATION ADDRESSED

Needs assessment, evaluation planning, instrumentation, data gathering, communication

APPROACH TO EVALUATION

Evaluation is seen as being a process that generates information for decision-making. Special emphasis is placed on evaluation as an integral part of development.

MAIN EMPHASIS

This module teaches about the problems and techniques of needs assessment; design methods which will help an evaluator avoid factors which might affect the validity of his conclusions; and questionnaire and survey techniques for context and outcome evaluation--an approach to proceeding from less to more rigorous evaluation methods. It focuses on building knowledge and skills.

GOALS AND OBJECTIVES

The user will be able to identify needed evidence, appropriate instruments and techniques, and discrepancies between expected and actual outcomes; and judge the merits of educational processes, products, or evaluation procedures and make recommendations for improvement at each stage of development.

MAIN ACTIVITIES

Users read text and do exercises which include examples and adaptations of material from actual development projects. They perform evaluation tasks based on these examples or describe how they would be done. Model answers and discussion are provided. Multiple choice questions and feedback interspersed with the instructional material allow the user to monitor his or her own learning.

PROVISIONS FOR USE

A. Format: self-instructional booklet

B. Personnel Needed: the module is designed to be used by the learner working alone, however the presence of an experienced evaluator with whom the learner can discuss his work is very useful.

C. Product Components: module, post-test

D. Resources Needed: none

E. Time Needed: 16-21 hours

F. Conditions of Use: This training is most effective if it is integrated with application opportunities. These can be simulated or provided through limited internships, full internships, or planned by arranging for bonafide employment and on-the-job experience.

ADAPTABILITY

This module can be used in the context of a training program at a college, university, or R&D agency, a training program sponsored by a college or university working with an R&D agency or school district, or by an individual working alone in an R&D agency or school setting. It can be used for pre-service or inservice training.

RELATED PRODUCTS

No other materials are prerequisite to this product, however modules 5.1, 5.2, 5.3, and 5.4 provide preparation for this module.

COST

Single copy - $7.50

AVAILABILITY

To order, write:

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, CA 94103

HISTORY AND EVALUATION

After initial development, this module was pilot tested with 3-4 representatives of the target group. Following the first revision, it was again tested with 6-9 people who took the pre-test, worked with the module, completed all exercises, and took a post-test. Based on an analysis of test results, it was revised and developed in field test form. Field testing took place between fall of 1973 and summer, 1975. The module was completed by 12 students, all of whom scored better than 70 out of 100 points on the post-test. The average gain of those who also took the pre-test was 58 points, and the average score on the post-test was 89.

COMMENT

Unlike other modules in this series, which focus on evaluation skills and procedures, this module tries to deal with some of the factors of judgment and strategy which affect an evaluation's success. The approach of case history and analysis should be as good a way of giving a novice a feel for the kinds of problems which can come up as anything outside the experience itself. This module does at least address the question of how to evaluate the evaluation, which too often is not even asked.

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

(NWREL)

1. Objective Analysis and Planned Change Series
2. Research Using Problem Solving (RUPS)
3. Preparing Educational Training Consultants (PETC) Series
4. PETC-III: Organizational Development

OBJECTIVE ANALYSIS AND PLANNED CHANGE SERIES

INTENDED USERS

Teachers and Administrators

TYPE OF EVALUATION ADDRESSED

Program Evaluation

APPROACH TO EVALUATION

Evaluation activities included in these materials are intended to contribute to solving educational problems and promoting change.

MAIN EMPHASIS

Objective Analysis and Planned Change is a component of the Improving Teacher Competencies Program. It includes three systems which are intended to apply the scientific method of managing educational change efforts, apply system technology to planning improvement efforts and managing learning experiences; and negotiating issues where there is difference of interest and agreeing on shared commitments to collaborative efforts.

GOALS AND OBJECTIVES

Goals of these systems are to increase the knowledge and skills of teachers so they can manage the learning experiences of pupils. This includes:

1. Identifying relevant learner problems
2. Diagnosing learning environments
3. Considering action alternatives
4. Testing the feasibility of action plans
5. Adapting and sharing action efforts
6. Retrieving objective knowledge
7. Deriving action implications from knowledge retrieved
8. Understanding the learning environment as a system;
9. Defining mission objectives for improvement efforts
10. Conducting mission analyses and mission syntheses
11. Determining appropriate problem solving processes for use in given situations.

MAIN ACTIVITIES

An instructor trains participants in a workshop or other learning situations, using system materials. Typical activities include discussion, exercises, simulation, and reading.

PROVISIONS FOR USE

A. Format: Workshops or courses

B. Personnel Needed: Experienced Trainers to lead workshops or courses

C. Product Components: This program has produced three Instructional systems:

- Systematic and Objective Analysis of Instruction
- Research Utilizing Problem Solving
- System Technology in Planning Change

D. Resources: varies depending on which system is involved.

E. Time Needed. varies according to system involved.

F. Conditions of Use: Participants must be present for all sessions as most exercises, etc. are sequential and cumulative.

ADAPTABILITY

These materials can be adapted by an experienced leader for use with personnel in settings other than Education.

RELATED PRODUCTS

Other products in Improving Teacher Competencies Program and Preparing Educational Training Consultants series.

COST

Sytematic and Objective Analysis of Instruction

Leader - $17.65

Participants - $8.50 each

Research Using Problem Solving

Teaching Version: Leader - $2.55
Participants - $7.90 each

Administrators Version: Leader - $18.85
Participants - $8.00 each

System Technology in Planning Change - not yet available

AVAILABILITY

For information, write Dr. John Lohman
Improving Teaching Competencies Program
NWREL
701 S. W. Second Avenue
Portland, Oregon 97204

HISTORY AND EVALUATION

Evaluation of each system developed by this program was conducted separately, and will be presented under the individual product summaries.

COMMENT

The Basic Thrust of this program is teacher education. The first system--Systematic and Objective Analysis of Instruction, trains people to work with teachers to help them identify and change methods and behaviors. Research Utilizing Problem Solving, teaches problem solving skills which can be used either for instructional or curriculum improvement, a third product--System Technology in Planning Change, is still being developed. These materials appear to place a heavy emphasis on interpersonal relationships and skills for working with people. Copies of products were not available to the reviewer, so no comment on presentation and format can be made.

RESEARCH UTILIZING PROBLEM SOLVING (RUPS)

INTENDED USERS

Teachers, administrators, supervisory and coordinating personnel, and students in preservice education. This system can also be used with high school students, parents, and community groups.

TYPE OF EVALUATION ADDRESSED

General problem-solving skills, formative evaluation.

APPROACH TO EVALUATION

Evaluation activities are seen as part of a problem solving process which includes problem diagnosis and definition, selection or creation of instruments for collecting data, data analysis, using this information to plan a solution to the problem (improve the program), and evaluate the proposed solution.

MAIN EMPHASIS

Research Utilizing Problem Solving is an experience-based set of workshop materials which instruct users in a 5-step method of problem solving and gives them a chance to practice and improve their problem solving skills. Team building relationships are emphasized. Workshop participants develop a problem solving project to be carried out in their own work settings.

GOALS AND OBJECTIVES

The purpose of a RUPS workshop is to prepare educators to use techniques for defining, analyzing, and solving problems. More specifically, users will be able to:

1. apply four guideline criteria for writing a problem statement;
2. paraphrase statements used in interpersonal communication;
3. use the force field diagnostic technique;
4. select and create instruments for data gathering;
5. diagnose teamwork relationships;
6. identify and analyze major results in collected data;
7. identify personal styles of teamwork behavior;
8. make use of concepts and skills involved in giving and receiving feedback;
9. use criteria for deriving implications from research findings;
10. brainstorm action alternatives to meet implications of findings;
11. apply guidelines for planning and implementing action alternatives;
12. plan a project for own setting;
13. evaluate a plan for solving a problem;
14. conduct a RUPS project in own setting.

MAIN ACTIVITIES

The workshop is divided into sequential instructional sessions. In each session, participants engage in small group discussion, experience-based exercises, observation activities and self-evaluative guides. Continuous active participation by the learner is achieved by involving him/her in a simulation in which he/she helps a fictitious teacher or principal solve a problem using the RUPS model.

PROVISIONS FOR USE

A. Format: Workshop

B. Personnel: One experienced trainer per 12-36 participants.

C. Product Components: Required: 1 trainer's manual per trainer, 1 set of participant materials per participant, 1 audiotape, 1 text per participant.

Optional for Trainer: Research Utilizing Problem Solving: Outcome Evaluation Report (1976); Outcome Milestone Report for Research Utilizing Problem Solving (1974).

D. Resources Needed: 1 tape recorder, newsprint, felt pens, masking tape, a large room (preferably carpeted) with movable tables and comfortable chairs, beverages and refreshments in the room.

E. Time Needed: The 30 hours of instruction take five consecutive days or two sessions of 2 1/2 days scheduled a week apart. Two 3-hour follow-up sessions are scheduled for six and twelve weeks.

F. Conditions of Use: Participants must be present for every session of the workshop, as the exercises are sequential and cumulative.

ADAPTABILITY

These materials can be easily adapted by an experienced leader for use with non-educational personnel.

RELATED PRODUCTS

Other workshops developed by the Improving Teaching Competencies Program, including Interpersonal Communications, Interpersonal Influence, Social Conflict and Negotiative Problem Solving, and culminating in the series for Preparing Educational Training Consultants (PETC-I: Skills Training, PETC-II: Consulting, PETC-III: Organizational Development).
Also FWL 6: Problem Definition and Specification of outcomes

COST

Classroom Version

Leader's Guide: Research Utilizing Problem Solving $11.00
Participant Materials $8.00 per set
Audiotape recording $3.85
Text: Fox R., M. D. Buszki and R. Schmuck. Diagnosing Classroom Learning Environments. Chicago: Science Research Associates, 1966. $4.00

Administrative Version

Leader's Guide: Research Utilizing Problem Solving, $11.10
Participant Materials $7.90 per set
Audio Tape Recording $3.80
Text. Fox, R., R. Schmuck, E. Van Egmond, M. Ritvo and C. Jung. Diagnosing Professional Climate of Schools. Fairfax, Virginia: NTL Learning Resources Corp., 1973. $7.75
Optional evaluation reports are available for $5.00 each.

Users must also allow for the cost of a trainer (workshop leader) -- 5 days plus travel expenses and per diem, and release time for participants.

AVAILABILITY

Training materials: Commercial Educational Distributing Services
P.O. Box 3711,
Portland, Oregon 97208

Evaluation Reports: Dr. John Lohman
Improving Teaching Competencies Program
NWREL
701 S.W. 2nd Avenue
Portland, Oregon 97204

HISTORY AND EVALUATION

Research Utilizing Problem Solving was tested with a total of 38 people, a group of 4th, 5th, and 6th grade teachers at two test sets in the Pacific Northwest. Test results were compared against those of a control group of similar teachers. In general, participants reported high levels of satisfaction in terms of RUPS goals, and considerable satisfaction in terms of personal expectations. 57% of the participants planned to use RUPS, 70% felt the training would be useful in their work with students, 49% in work with superiors, and 57% with other teachers. An attitude questionnaire given 3 months after training indicated some diminution of belief in the trainer's utility, however responses were still generally positive. Several kinds of tests were administered in an attempt to discover whether the training changed teachers attitudes towards themselves, their behavior, or the behavior of their students; however results were inconclusive.

COMMENT

The evaluation of this product seems to have been complete and well performed. It has been demonstrated that trainees will probably like RUPS, but it is not known just how much it helps them change. It apparently was not possible to test whether RUPS in conjunction with other training in this series might have a greater effect.

NWREL 2

PETC-III meets periodically over an eight month period. Training includes a one-day preworkshop assignment, 17 days of workshop meetings and at least ten days in which the trainee conducts an organizational development project with a selected client group. The purpose of this project is to make structural and normative changes which will improve the functioning of the client organization.

PROVISIONS FOR USE

A. Format: Workshops

B. Personnel Needed: varies, depending on workshop

C. Product Components: PETC-I: Skills Training
PETC-II: Consulting
PETC-III: Organizational Development
A fourth system, Organizational Self-Renewal, is now under development.

D. Resources: Needed newsprint, felt pens, masking tape; a large room (preferably carpeted) with movable tables and comfortable chairs; beverages and refreshments in the room.

E. Time needed: PETC-I -- two five day sessions; PETC-II -- total of 9 days spread over 8 months; PETC-III -- 28 days spread over 8 months.

F. Conditions of use:

Prerequisites for PETC-I: Research Utilizing Problem Solving, (UPS) Interpersonal communications or comparable experience

Prerequisites for PETC-II: PETC-II, RUPS, Interpersonal Communications, Interpersonal influence or comparable experience

Prerequisites for PETC-III: PETC-I and II, RUPS, Interpersonal Communications, Social Conflict and Negotiative Problem Solving or comparable experience.

All systems involve cumulative learning experiences, and participants must be present for every session.

ADAPTABILITY

An experienced instructor can adapt these materials for use in settings other than education.

RELATED PRODUCTS

NWREL 2: RUPS, other NWREL products mentioned in F. Conditions of Use
CEPM 6: Strategies of Organizational Change System

COST

PETC-I: Leader -- approximately $60, participants -- approximately $45 @
PETC-II: Leader -- $17.70, participants -- $14.00 each
PETC-III: ?

PREPARING EDUCATIONAL TRAINING CONSULTANTS (PETC) PROGRAM

INTENDED USERS

Educators who wish to acquire consulting skills

TYPE OF EVALUATION ADDRESSED

Organizational development, interpersonal skills, Formative Evaluation.

APPROACH TO EVALUATION

Evaluation skills included in PETC are intended to promote educational change and improvement by training consultants who will assist school personnel. To identify and solve their problems.

MAIN EMPHASIS

The three instructional systems in this series provide knowledge and skills for educators to master processes that facilitate teaching by improving the group and organizational functioning of the schools.

GOALS AND OBJECTIVES

The end result of the systems will be to improve the ability of school personnel to assess, adapt, and implement curricular and organizational innovations. Consultants trained by these materials will be able to:

1. diagnose client needs
2. use prepared skills training exercises
3. design training for specific local needs
4. assess training outcomes
5. help clients temporarily add or strengthen a function needed to attain a goal they desire
6. involve client in making normative and structural changes to meet organizational development needs on a continuous basis

MAIN ACTIVITIES

PETC-I is a two part workshop consisting of a training program in which participants study the basic concepts of the system and practice group skills training, and a practicum during which theylead another workshop on Group process skills.

PETC-II trainees learn basic concepts involved in consulting, and then work in consulting projects with selected clients. This is followed by a debriefing session in which they evaluate the consultative practicum and pull together what they have learned in the workshop.

AVAILABILITY

Contact: Commercial Educational Distributing Services
P. O. Box 3711
Portland, Oregon 97208
(503) 236-0663

HISTORY AND EVALUATION

The three systems in this series each underwent a full cycle of testing. Individual results will be discussed under the summaries for each system.

COMMENT

The three systems in this series are intended to be used together, and to follow four prerequisite training workshops in fundamental process skills. However no evaluation of results of the program as a whole seems to have been possible. The program is based on the assumption that it would be more feasible for a school district to train its own organizational development specialists than to hire expensive experts over a long period of time. Copies of the materials themselves were not available to the reviewer, so no comment on format and presentation can be made.

MAIN ACTIVITIES

Training activities include: completing a preworkshop assignment, attending workshop meetings, and conducting an organizational development project with a predetermined client group.

PROVISIONS FOR USE

A. Format: Workshop and field experience

B. Personnel Needed: Two qualified trainers for every 12-27 participants (in teams of 2 or 3)

C. Product Components: 1 set of instructional strategies per trainer, one set of participant materials and 1 copy of the central ideas book per participant are required. The pilot milestone report for Preparing Educational Training Consultants: Organizational Development (PETC-III, 1976) is optional for trainers.

D. Resources Needed: Participants are asked to purchase the following reading materials:

Schmuck, Richard A. and Matthew B. Miles. Organization Development in Schools. Palo Alto, California: National Press. 1971

Schmuck, Richard A. and Philip J. Runkel. Handbook of Organization Development in Schools. Palo Alto, California: National Press. 1972.

Koberg, Don and Jim Bagnall. The Universal Traveler. Los Altos, California: Kaufman. 1974.

E. Time Needed: Training activities cover a total of 6-8 months (17 days of training). A sample schedule might be:

Month 1: preworkshop orientation meeting--one day
Month 2: four-day workshop meeting
Month 3: three-day workshop meeting
Month 4: no meeting
Month 5: three-day workshop meeting
Month 6: three-day workshop meeting
Month 7: no meeting
Month 8: four-day workshop meeting

There are approximately 30-35 days between workshop meetings for organizational development project work with client groups. At least 10 total days should be spent in this activity.

F. Conditions of Use: The following training or comparable experiences are required for participation: Research Utilizing Problem Solving, Interpersonal Communications, Interpersonal Influence, Social Conflict and Negotiative Problem Solving, PETC-I, -II. Participants must be present for every session of the workshop since the exercises are sequential and cumulative.

ORGANIZATIONAL DEVELOPMENT (PETC-III)

INTENDED USERS

Educational personnel who already have a high degree of consulting skills and wish to develop expertise in organizational development and consulting.

TYPE OF EVALUATION ADDRESSED

(Potentially), Interpersonal Skills and Organizational Development, and, needs assessment, planning, formative evaluation.

APPROACH TO EVALUATION

The purpose of evaluation activities included in this system is to enable a client group to consider alternatives and decide on changes which will improve the functioning of its organization.

MAIN EMPHASIS

PETC-III trains participants in the knowledge, skills and sensitivities needed to provide organizational development training and consultation to schools. Trained consultants will be able to help a client to change the kinds of objectives it sets for itself and to utilize new kinds of resources in attaining them.

GOALS AND OBJECTIVES

Consultants who have been through this training should be able to:

1. identify and explain the major organizational development concepts and intervention strategies presented in PETC-III;
2. establish a definite and workable relationship and contract with a client group;
3. meet with a potential client group and translate this group's difficulties into a specific problem or problems on which the group wishes to work;
4. collect information from the client group so that its problems(s) may be diagnosed and clarified;
5. design, provide (implement) and assess the effectiveness of intervention activities that allow the client group to explore and examine alternative norms, processes, and structures;
6. design, provide (implement) and assess the effectiveness of intervention activities that allow the client group to accomplish normative, procedural or structural changes resulting in an increased functional capability in the organization;
7. achieve a terminal relationship with the client group by gradual withdrawl and by establishing structures and procedures to substitute for the services provided by the consultant.

ADAPTABILITY

Materials can be adapted to the skill level of the trainee group.

RELATED PRODUCTS

See Conditions of Use above

COST

Prices have not been established

AVAILABILITY

For information on availability of these materials, write:

Dr. John Lohman
Improving Teaching Competencies Program
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

HISTORY AND EVALUATION

PETC-III was evaluated in three main ways: a series of four pilot workshops using system materials were held, an alternatives search for comparable training programs was made, and the materials were subjected to external expert review. Both trainees and reviewers reacted favorably towards these materials, and the search for alternatives found no other product exactly like PETC-III, and none so comprehensive in scope. However trainees felt that the pretraining materials and strategies were not sufficient to acquaint them with the instructional system and assist them in acquiring a client system for their practicum consulting experience. Evaluators also recommended that the developers revise materials to avoid any implication of racial or sexual inequity. On the basis of test results in general, and these criticisms in particular, the publication form of PETC-III has been revised.

COMMENT

PETC-III represents the culmination of an extensive development effort. In this final section, users are trained in some procedures for evaluating the changes they have been taught to promote. These materials are not intended to be used separately, and should be considered only in the context of the other PETC systems and the preliminary materials which go with them.

RESEARCH FOR BETTER SCHOOLS (RBS)

1. Inventory for Curriculum and Instructional Improvement
2. Handbook of Comprehensive Planning in Schools
3. Surveying your Community: An Approach to Community Involvement in Schools
4. Pupil-Perceived Needs Assessment Package
5. Evaluating a Curriculum Program: An Educator's Handbook
6. Curriculum and Instruction: Planning Improvement

INVENTORY FOR CURRICULUM AND INSTRUCTIONAL IMPROVEMENT

RBS 1

INTENDED USERS

School district administrators and teachers working as a team, and people from intermediate educational service agencies.

TYPE OF EVALUATION

Organization, planning, formative evaluation (evaluation of a districts' capability for improving instruction)

HISTORY AND EVALUATION

During the period 1970-73, the product underwent careful development involving the steps of analysis and conceptualization, design, construction, pilot test and revision, field test and final revision. Local school districts involved in pilot and field test activities provided important feedback for revision and improvement. It has also undergone review by experts, and been checked for bias.

APPROACH TO EVALUATION

The purpose of evaluation skills taught by this product is to increase the ability of school personnel to make decisions about their capability for program improvement.

MAIN EMPHASIS

These materials are aimed at developing staff skills in the area of program improvement. Users learn how to identify strengths and weaknesses in existing program improvement practices in their district, and make suggestions or plans for making them better.

GOALS AND OBJECTIVES

Both curriculum and organizational improvement may result from using these materials. Users will be able to do the following:

1. describe the ways in which the district currently undertakes program improvement;
2. identify strengths and weaknesses in the current approaches;
3. functions part of a team which can provide suggestions or develop plans to strengthen district improvement processes.

MAIN ACTIVITIES

Team participants record their individual observations and perceptions about current curricular and instructional improvement processes in the school district. They meet as a group to discuss differences in their perceptions and the implications of those differences for strengthening the process. Activities are done individually (Book I) and as a group (Book II).

PROVISIONS FOR USE

A. Format: individual and group

B. Personnel Needed: project coordinator and from five to eight participants. Clerical services for summarizing information are also necessary.

C. Product components: 1 coordinator's manual and manual for summarizing individual observations and perceptions; Book I: Individual Observations and Perceptions and Book II: Group Discussion, one copy per participant.

D. Resources: normal clerical and organization facilities.

E. Time needed: From six to ten hours per participant. This work is usually spaced over a period of one week.

F. Conditions of Use: A team approach is strongly recommended. A typical team may include a project coordinator (Often a central office administrator) a curriculum supervisor, two or three principals, two or three teachers. Group composition can be varied according to staff interests and availability. Participants must have enough time to throughly absorb content.

ADAPTABILITY

These materials have been adapted to a workshop made by an intermediate educational service agency that wanted to identify kinds of technical assistance services that could be provided to the school district. They have also been adapted for a workshop for a State Educational Agency.

RELATED PRODUCTS

FWL's Evaluation for Program Improvement, CSE's School Evaluation Kits

COST

Materials for a group of 8 participants (including project coordinator) - $9.00
Cost of release time, clerical time, and duplicating should also be considered.

AVAILABILITY

To order, write: Research for Better Schools, Inc.
Suite 1700, 17th and Market Sts.
Philadelphia, Pennsylvanian 19103

HISTORY AND EVALUATION

During the period 1970-73, the product underwent careful development involving the steps of analysis and conceptualization, design, construction, pilot test and revision, field test and final revision. Local school districts involved in pilot and field test activities provided important feedback for revision and improvement. It has also undergone review by experts, and been checked for bias.

COMMENT

The Inventory has been designed to be as practical as possible. Instructions are clear, materials are attractive and appear easy to use. This product should be easy to implement within the usual school district structure, and fills a need for self assessment before a major evaluation effort which most products do not deal with at all. These materials could probably be useful in conjunction with a number of products and systems developed by others.

RSC 1

HANDBOOK OF COMPREHENSIVE PLANNING IN SCHOOLS

FBS 2

INTENDED USERS

School District personnel at any grade level or subject area.

TYPE OF EVALUATION ADDRESSED

This handbook addresses needs assessment and planning, instrumentation, formative evaluation

APPROACH TO EVALUATION

The comprehensive approach is intended to help its users measure the success a program or curriculum in attaining its goals, and to gather information which can be used to improve it.

MAIN EMPHASIS

Comprehensive planning is an approach to the educational system which allows many individuals to take part in evaluating and recommending changes for tneir own programs. This handbook introduces users to the concepts, and shows tnem how to apply the concepts in their district.

GOALS AND OBJECTIVES

Major goals for users include specifying planning objectives and ascertaining to what extent current programs contribute to their attainment. More specifically, users should be able to:

1. discriminate levels of abstraction in setting objectives;
2. develop planning objectives
3. rate objectives in terms of relative priority;
4. establish a program structure into which appropriate activities can be organized; and
5. adopt, modify, or design measurement instruments to assess goal attainment.
6. prepare a district with Needs assessment plan.
7. implement that plan.

MAIN ACTIVITIES

This handbook is suitable for individual or group use. It features exercises which explicate planning concepts and processes and assist in their implementation. Although these exercises can be skipped by those interested only in the concepts and methodology of this approach, they are desirable for anyone using the book, and essential to actually implement the planning process. Material is divided into three main sections and a number of units, each of which includes narrative discussion, examples, exercises, and references.

PROVISIONS FOR USE

A. Format: Team participants work as a group in on-the-job situations.

B. Personnel: Project manager and eight to fifteen principals and teachers for each curriculum area. No special expertise is required.

C. Product components: Handbook of Comprehensive Planning in Schools, which contains three sections: Basic Skills and Concepts, Beginning Implementation, and Project Manager's Guide. A computer processing system which can be flexibly adapted to the information needs arising from this approach is available and recommended.

D. Resources Needed: None required, however additional knowledge-base resources have been considered useful by users. One resource which has demonstrated value is the set of Hierarchical Objective Charts provided by the Center for the Study of Evaluation, UCLA (1973). Reproduction or printing facilities.

E. Time needed: About 8 hours for an individual to read the materials, and about two school years for a team to carry out a planning project. Some summer work by participants may be required.

F. Conditions of Use: Materials have both individual and group exercises, and on-the-job applications. A team approach is required. Group composition can be varied according to focus on the curriculum improvement activity and staff interests and availability. It is essential that the central office staff have a strong commitment to participatory decision making. A considerable amount of release time for participating teachers will be necessary.

ADAPTABILITY

This book has been used as the basis for a three-day workshop. Workshop topics could include planning objectives, priorities, program structures, and performance indicators. Workshop format requires the leadership of an experienced consultant.

RELATED PRODUCT

FWL's Designing Instructional Programs; SWRL's Instructional Product Selection Kit; RBS' Curriculum and Instruction: Planning Improvement.

COST

One copy of the handbook for each participant - $9.95.
Reproduction of materials developed by team will also be an expense, as will data processing. The recommended computer system is operated by the Provident National Bank in Philadelphia. For information, contact the Field Services Division of RBS.

AVAILABILITY

For information write: Educational Technology Publications
Englewood Cliffs,
New Jersey 07632

HISTORY AND EVALUATION

The handbook facilitates the involvement of several district staff members in a planning effort aimed at program improvement. This emphasis and specific

procedures incorporated in the product minimize the threat of using results for personnel assessment. The developer has not received any reports of harm associated with the use of the product.

The nature of the content of the product tends to minimize the chance of social bias. Although the developer has striven for social fairness in writing the materials, no formal analysis of wording or examples has been conducted.

The product has been used in medium-size urban school systems and large and small suburban districts in different curricular areas. These users were able to write planning objectives, develop indicators of student performance, and use the data resulting from the indicators to identify curriculum improvement needs without the assistance of the developer.

During the period 1970-73, the product underwent careful development involving the steps of analysis and conceptualization, design, construction, pilot test, and revision, and field test and final revision. Local school districts involved in pilot and field test activities provided important feedback for revision and improvement.

COMMENT

This booklet is intended to function on two levels--the purely theoretical, in which the user simply reads the material and absorbs content; and the applied, in which the book is used to guide a full-scale planning effort. The difference between the different kinds of content is clearly indicated, and the presentation is extremely clear. If the user wishes to really master the ideas he should at least do the exercises, and preferably become involved in an actual planning effort. In an actual project however, the role of project manager would seem to require an individual who already has considerable experience and skill in dealing with the duties involved.

PROVISIONS FOR USE

A. Format: Participants work as a team in on-the-job situations.

B. Personnel Needed: The team consists of a project manager and four to seven participants. A consultant may be needed for sampling and questionnaire design.

C. Product components: Surveying Your Community: An Approach to Community Involvement in Schools. This package contains eight sections: Defining the Purpose of a Community Survey, Developing Questions, Deciding on Sampling and Data Collection Methods, Developing Data Collection Materials, Conducting a Community Survey, Processing the Data, Interpreting the Data, and Preparing a Report.

A project manager's guide is also included.

D. Resources Needed: None

E. Time needed: It takes about ten hours for an individual to read through the materials, and from three to six months for a team using the materials to conduct a community survey.

F. Conditions of Use: These materials are intended to be used on the job with a team which includes the following roles: project manager (often a central office administrator or principal), someone with instrument design experience, two or three principals, and two or three teachers. A few community representatives may be involved as well. Release time will be necessary for teachers.

ADAPTABILITY

This package can also be used as the basis for a three to five day workshop if an experienced consultant is available to lead it.

RELATED PRODUCTS

FWL 3--Evaluation for Program Improvement; CSE 3--Evaluation Workshop II (Needs Assessment; RDS 5--Evaluating a Curriculum Program: An Educator's Handbook.

COST

1 copy of package per participant - $8.00 each
data processing and consultant assistance as needed

AVAILABILITY

Available from: Research for Better Schools, Inc.,
Suite 1700, 17th and Market Sts.
Philadelphia, Pa. 19103

HISTORY AND EVALUATION

The subject of the product is the management or conduct of a Community-Perceived

SURVEYING YOUR COMMUNITY: AN APPROACH TO COMMUNITY INVOLVEMENT IN SCHOOLS

INTENDED USERS

School district administrators and teachers, and community representatives who are members of a survey team.

TYPE OF EVALUATION ADDRESSED

Needs assessment, formative evaluation, instrumentation/data-gathering, community attitudes, communication.

APPROACH TO EVALUATION

Survey activities result in information which can be used to make decisions or prepare plans.

MAIN EMPHASIS

This package is intended to assist educational managers in planning and carrying out a community survey at school district or school building level. Topics covered include identification of questions to be asked, survey methods, and data processing, analysis and interpretation. This method of involving the community in educational decision making will help schools make decisions about district goals, priorities, and programs.

GOALS AND OBJECTIVES

By using these materials, a survey team will be able to:

1. plan and carry out a survey of their community;
2. use survey results to make recommendations, decisions, or plans;
3. identify areas for continued community involvement in the schools.

MAIN ACTIVITIES

The survey team will use the procedural guide, work aids, and examples to do the following:

- define the purpose of the survey;
- develop questions, design questionnaires, interview forms, etc. which will elicit the required information;
- identify appropriate data collection and sampling methods;
- carry out the survey;
- process the data produced by the survey;
- interpret and report the data.

Needs Assessment project. This emphasis minimizes the chance of harm resulting from use. The developer has not received any reports of harm associated with the use of the product.

The nature of the content of the product tends to minimize the chance of social bias. Although early product formative evaluation activities have not addressed this issue, later product evaluation will.

The pilot test of the prototype involved school personnel of varied training and experience. Later formative evaluation will involve different school districts and varied personnel to help verify that results can be generalized and transported.

COMMENT

Given the current emphasis on community participation in the educational process, procedures for gathering information from and communicating it to community members has become an important part of evaluation. These materials are intended to help a school group which needs to conduct a simple community survey and has no expert to advise them. Content is well-organized and clearly presented, models and examples are given. This product could be easily used to supplement a more general evaluation program.

PUPIL-PERCEIVED NEEDS ASSESSMENT PACKAGE

INTENDED USERS

School district administrators and teachers working as a team.

TYPE OF EVALUATION ADDRESSED

Needs assessment, formative evaluation, student attitudes

APPROACH TO EVALUATION

Information gathered by using this product is intended to help educational managers make decisions related to planning and improvement of instructional programs.

MAIN EMPHASIS

This package assists school personnel to collect information relevant to existing or new programs from students and assess student needs from their perspective. It features checklists to guide the conduct of the needs assessment. The assessment concentrates on questions to be asked, methods to be used in gathering information, data processing, analysis, and interpretation.

GOALS AND OBJECTIVES

This product is intended to help school administrators and teachers at the district or building level to plan, conduct report an assessment of school needs as perceived by the students. Specific skills include: sampling and establishing comparisons to enable casual inferences to be made; developing instruments; and data analysis; specification of administrative constraints; identification of information needs and use of the evaluation audience; communication of evaluation information; planning, scheduling and coordinating evaluation; and record keeping and monitoring of an evaluation effort.

MAIN ACTIVITIES

The needs assessment team uses the procedural guides, work aids, and examples to do the following:

- define survey purposes
- identify questions to be asked, design questionnaires, interview forms, etc., which will elicit desired information;
- carry out the survey;
- process the data produced by the survey;
- interpret and report the data.

PROVISIONS FOR USE

A. Format: Participants work as a team on the job.

B. Personnel Needed: The team consists of a project manager and four to seven participants. Some consultant help may be needed for sampling and questionnaire design activities.

C. Product Components: Pupil-Perceived Needs Assessment Package, which includes six sections: Planning a PPNA Project (for the Project manager); Developing an Indicator, Administring the Indicator, Processing Indicator Data, Analyzing and Reporting Results, and A Sampling Supplement. An introductory audio-cassette is also available.

D. Resources Needed: ordinary clerical and organizational facilities.

E. Time needed: About six hours for an individual to read through the materials. It takes from two to three months for a team to conduct a pupil survey.

F. Conditions of Use: The package is used on the job with a team which includes the following roles: project manager (often a central office administrator, curriculum coordinator, or principal), someone with instrument design experience, a principal, and two or three teachers. A few students could serve on the team as well.

ADAPTABILITY

These materials may be used as the basis for a three day workshop, if a leader who is familiar with the approach is available.

RELATED PRODUCTS

RBS' Curriculum and Instruction: Planning Improvement; FWL's Evaluation for Program Improvement, CSE's Evaluation Workshop II: Needs Assessment, and Evaluating a Curriculum Program: An Educator's Handbook.

COST

One copy of the package per participant - $25.00 each;
data processing, consultant assistance, and release time for teachers as needed.

AVAILABILITY

Write: Research for Better Schools, Inc.
Suite 1700,
17th and Market Sts.
Philadelphia, Pa. 19103

HISTORY AND EVALUATION

The subject of the product is the management or conduct of a pupil-perceived needs assessment project. This emphasis minimizes the chance of harm resulting

from use. The developer has not received any reports of harm associated with the use of the product.

RBS 4

The nature of the content of the product tends to minimize the chance of social bias. Users have not brought any incidences of bias to the attention of the developer.

Preliminary evaluation of the product involving school personnel of varied training and experience from several different school districts indicates that the product can be generalized and transported. Further evaluation will address this issue in greater detail.

COMMENT

This is an attractive and complete package which provides training in gathering information from a group which is often ignored in evaluation. As such, it could be extremely useful. As part of a larger evaluation effort. It should plug in easily to supplement other programs. The instructions carefully specify what the materials are intended to do.

EVALUATING A CURRICULUM PROGRAM: AN EDUCATOR'S HANDBOOK

INTENDED USERS

School district administrators and teachers working as a team.

TYPE OF EVALUATION ADDRESSED

Planning, formative or summative evaluation of educational programs.

APPROACH TO EVALUATION

The purpose of evaluation procedures covered in this product is seen as being to provide answers to questions specified by decision-makers, particularly educational administrators.

MAIN EMPHASIS

This product focuses on planning and carrying out the evaluation of a specific educational program. The handbook is intended to enable an administrator or other educational manager to direct a sound curriculum evaluation without having had special training in statistics or experimental design.

GOALS AND OBJECTIVES

Users of this handbook will be able to:

1. define the purpose of the evaluation to be conducted;
2. specify the methods to be used;
3. collect appropriate data;
4. analyze the data collected;
5. draw conclusions from the analysis
6. make recommendations based on those conclusions;
7. document the evaluation.

MAIN ACTIVITIES

Using procedural guides, work aids and examples adapted from actual school district practices, team members accomplish the following tasks:

- describe the program to be evaluated;
- develop evaluation questions;
- prepare data collection and analysis specifications;
- prepare evaluation plan;
- carry out evaluation;
- report findings and make recommendations.

PROVISIONS FOR USE

A. Format: Team members perform an actual evaluation on the job.

B. Personnel Needed: A project manager and three to six team members, plus consultant help as needed.

C. Product components: Book I--Planning an Evaluation Effort (book contains four sections: Describing the Program, Developing Evaluation Questions, Preparing Initial Specifications for Data Collection and Analysis, Summarizing and Reviewing the Planning Effort.); and Book II-- Guidelines for Conducting an Evaluation (book contains four sections: Planning Data Collection and Analysis, collecting the data, Processing the Data, Interpreting the Data and Reporting the Results).

D. Resources: ordinary clerical and organizational facilities.

E. Time needed: It takes about ten hours to read through the materials. A team intending to carry out an evaluation project should allow about one school year.

F. Conditions of Use: Materials are intended to be used on the job. A typical team might include people with the following roles: project manager (often a central office administrator, evaluator, curriculum coordinator, or principal), someone with evaluation experience, principal and teachers.

ADAPTABILITY

The handbook has been used by individuals working independently. It can also be used as the basis for a five day workshop if an experienced evaluator is available.

RELATED PRODUCTS

CSE Pre-school-Kindergarten, Elementary or Secondary School or CSE/RBS Test Evaluations may be useful resource. FWL 3: Evaluation for Program Improvement.

COST

One copy of the handbook for each team member - $9.00 each data processing, consultant fees.

AVAILABILITY

Available from: Research for Better Schools, Inc.
Suite 1700, 17th and Marekt Sts.
Philadelphia, Pa. 19103

HISTORY AND EVALUATION

The subject of the product is the management or conduct of a curriculum evaluation project. This emphasis minimizes the chance of harm resulting from use. The developer has not received any reports of harm associated with the use of the product.

The nature of the content of the product tends to minimize the chance of social bias. Although early product formative evaluation activities have not addressed this issue, later product evaluation will.

The pilot test of the prototype involved school personnel of varied training and experience. Later formative evaluation will involve different school districts and varied personnel to help verify that the product is transportable and the results are capable of generalization.

COMMENT

These materials are specifically designed to guide a school staff in the evaluation of a curriculum or an instructional program. They assume that the people who will be using it have some basic instrument design and data gathering skills (which could be supplied by other RBS products or perhaps some of the Far West Laboratory (D, D & E modules), and identifies basic considerations, procedures, organizational characteristices, etc. They will be involved with explanations and examples seem both sufficient and relevant.

CURRICULUM AND INSTRUCTION: PLANNING IMPROVEMENT

INTENDED USERS

Representatives of major groups in district, such as central office administrators, curriculum coordinators, principals, teachers.

TYPE OF EVALUATION ADDRESSED

Needs assessment, formative evaluation (evaluating proposed solutions to educational problems).

APPROACH TO EVALUATION

Evaluation activities included in this product are intended to give decision-makers the information they need to make rational, timely choices with regard to program improvement.

MAIN EMPHASIS

The Guide assists a mixed team of administrators, teachers, etc. to identify curriculum needs and make recommendations about the direction curriculum improvement should take, to specify the criteria which any improvement should meet; and how to plan and conduct a search for new curricula which will fulfill their requirements and how to arrange administrative and staff development opportunities and allocate resources; and how to report their decisions and findings.

GOALS AND OBJECTIVES

By using these materials, the planning team should be able to:

1. define desired student performance outcomes;
2. determine needed improvements in curriculum and instruction;
3. locate alternatives to current practice; and
4. document the reasons for planned improvements.

MAIN ACTIVITIES

Team members read through Book I and follow directions to reach goals 1 and 2, and use Book II, the resource manual, to search for program alternatives. Book II involves reading, analysis of examples, practice exercises, and use of worksheets. Branching is an option for users who want more examples or who want to skip tasks not related to their immediate project, or who simply want more information. Checklists and guidelines assist the project manager in monitoring planning.

PROVISIONS FOR USE

A. Format: Planning team members analyze needs and propose changes in an on-the-job situation.

B. Personnel: A project manager and 3-7 team members who might include administrators, or other central staff, principals, teachers, etc.

C. Product Components: Book I -- (title?) and Book II -- (title?)

D. Resources needed or available: Some consultation or assistance in planning may be available from developers.

E. Time needed: An individual should allow about one day to assimilate the materials. Time needed for the planning effort itself will vary depending on how extensive the search for alternative programs is.

F. Conditions of Use: The product requires no specially trained individuals or other resources, however school districts must be willing to give staff release time as necessary.

ADAPTABILITY

These materials have been used both in a workshop setting and with a State educational agency.

RELATED PRODUCTS

RUS selecting a curriculum; balancing requirements and costs, SWRL instructional products, selection kit; FWL designing instructional programs.

COST

$22.00

AVAILABILITY

For information on availability, write: Research for Better Schools, Inc.
Suite 1700, 17th and Market Sts.
Philadelphia, Pa. 19103

HISTORY AND EVALUATION

The subject of the product is the systematic planning of curriculum improvement. This emphasis minimizes the chance of harm resulting from use. The developer has not received any reports of harm associated with the use of the product.

The nature of the content of the product tends to minimize the chance of social bias. Although early product formative evaluation activities have not addressed this issue, later product evaluation will.

The pilot test of the prototype involved school personnel of varied training and experience. Later formative evaluation will involve different school districts and varied personnel to help verify the generalization of results and transportability.

COMMENT

This product focuses on the formative aspect of formative evaluation--how to use evaluation data to form, or choose new curriculum materials. As emphasis is on assessing the probable ability of new curricula to meet the needs the evaluation has identified. As such it is a natural complement to many other products presented in this Guide. The materials themselves seem clear and easy to use.

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

(SEDL)

1. Calipers
2. A Development Process

CALIPERS: Planning the Systems Approach to Field Testing Educational Products

INTENDED USERS

Educational evaluators, particularly those involved in developing and testing curriculum.

TYPE OF EVALUATION ADDRESSED

Planning and/or management of evaluation and summative evaluation

APPROACH TO EVALUATION

CALIPERS describes a systems approach to field testing educational products. Product evaluation is seen as being an integral part of the development and diffusion process.

MAIN EMPHASIS

This manual includes guidelines for conducting field testing from the point of negotiation of arrangements, staff preparation, and provision for evaluation, all the way to revision, dissemination, and diffusion. It was prepared specifically for use in field testing SEDL products, but should be helpful to many others with the task of developing reliable educational products.

GOALS AND OBJECTIVES

The implied goals of this manual are to enable educational professionals to understand what steps should be taken in field testing a product, the reasons behind them, and the factors which may affect them. The reader should then be able to use the principles described to formulate his or her own test plan.

MAIN ACTIVITIES

The manual consists of a narrative discussion of each step, a reference list, and a checklist of tasks with accompanying flow chart. There is no provision for user involvement.

PROVISIONS FOR USE

A. Format: Self-instructional manual

B. Personnel: May be used by an individual with no outside help needed

C. Product components: Calipers manual

D. Resources needed: None

E. Time needed: Approximately 3 hours is needed for a first reading.

F. Conditions of Use: To use this model an individual or organization should be willing to think of educational development as a cyclical process, in which field testing is followed by revision and refinement, and open to

using a systems approach.

ADAPTABILITY

This manual may be used by personnel in school districts as well as R&D agencies, labs, or centers.

RELATED PRODUCTS

FWL 11 (Module 4.4), FWL 15 (Module 5.4), FWL 16 (Module 5.5)

COST

$3.00 per manual

AVAILABILITY

A limited quantity of these manuals are available from:

National Educational Laboratory, Publishers
813 Airport Blvd.
Austin, Texas 78702

HISTORY AND EVALUATION

No information on evaluation of this product was available from the developer

COMMENT

This is an excellent and attractive guide to field testing from the point of view of a product developer. It would also be useful in a school setting. No evaluation information was received, however this describes the procedure which has been refined over several years for testing SEDL products. This manual is used by SEDL to train its own employees in this skill. The presentation is clear and complete, and deals with the solution of problems as well as the ideal procedure.

A DEVELOPMENT PROCESS

INTENDED USERS

Educational developers

TYPE OF EVALUATION ADDRESSED

Needs assessment goal setting; evaluation planning; formative and summative evaluation.

MAIN EMPHASIS

This handbook describes the six-stage development process undergone by products of SEDL. Stages described which are relevant to evaluation include: context analysis, conceptual design, pilot testing, and field testing. Objectives, steps, sequence, criteria, and outcomes for each stage are discussed.

GOALS AND OBJECTIVES

The purpose of this handbook is to present information rather than train the user in skills. A careful reader should end up with a good general knowledge of the topics covered.

MAIN ACTIVITIES

The handbook consists of a narrative description of development stages, each of which is accompanied by a flow chart. There is no provision for user involvement.

PROVISIONS FOR USE

A. Format: Self-instructional handbook.

B. Personnel: May be used by an individual with no outside help needed.

C. Product components: A Development Process

D. Resources needed: None

E. Time needed: About one hour to read evaluation-relevant sections.

F. Conditions of Use: To benefit from this model, the reader should be willing to think of educational development as a cyclical process.

ADAPTABILITY

In addition to educational R&D organizations, school districts engaged in curriculum development might also find this book useful. It could also be used as a reading for preservice students.

RELATED PRODUCTS

FWL's Development, Dissemination and Evaluation Training Resources, SEDL's CALIPERS manual, SWRL's instructional Product Development.

COST

Approximately $4.00 plus handling.

AVAILABILITY

For information on current availability, contact:

Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

HISTORY AND EVALUATION

No information on evaluation of this product was received from the developer

COMMENT

This manual was developed to introduce the SEDL evaluation procedure to its employees, and is based on the total evaluation process used at that Laboratory. The manual provides a good general overview of evaluation as it is practiced at an R&D Laboratory.

SOUTHWEST REGIONAL LABORATORY

(SWRL)

1. Instructional Product Research
2. Instructional Product Development

INSTRUCTIONAL PRODUCT RESEARCH

INTENDED USERS

This book is intended for "the novice in educational research and development"--that is, people in the field of education who have a need to understand or use research skills and procedures rather than wishing to make a scholarly contribution to the field.

TYPE OF EVALUATION ADDRESSED

Instrumentation/data gathering, communication/reporting

APPROACH TO EVALUATION

Skills and procedures described in this book will enable the researcher or evaluator to gather accurate information. Its use will depend on the purpose for which it was obtained.

MAIN EMPHASIS

Instructional product research contributes to the effectiveness of products now being used and builds a scientific and technological base upon which future inquiry into products for instruction can be based. The seven instructional sequences in this book fall into three clusters, each representing a basic phase in a research or evaluation study: problem formulation, planning and reporting, and design and data analysis.

GOALS AND OBJECTIVES

The intention of this book is to enable its users to acquire proficiency in the how and when aspects of research which can serve as a basis for actual practice. Specific skills which are presented include:

1. classifying and interpreting educational research studies
2. selecting variables for educational research
3. identifying the components of an educational research proposal
4. writing a research report
5. choosing a simple design for school research
6. chosing an appropriate statistical procedure.
7. using library computer programs for statistical analysis.

MAIN ACTIVITIES

Each instructional sequence follows a pattern in which the learner reads basic conceptual material, does simple exercises testing his mastery, and then reads a feedback discussion of right and wrong answers. Reference lists for each sequence are included.

PROVISIONS FOR USE

A. Format: Self-instructional book with user exercises.

B. Personnel: no additional persons needed

C. Product components: Instructional Product Research

D. Resources needed: none

E. Time needed: one to three and one-half hours for each instructional sequence, depending on its length and the reader's previous familiarity with the concepts presented.

F. Provisions for Use: none

ADAPTABILITY

This book can be used in an R&D laboratory or center, a school district or building research and evaluation office, or as a preservice instructional aid.

COST

book: $7.95

RELATED PRODUCTS

FWL's D.D. &E. Training Resources, Evaluation series

AVAILABILITY

For copies of this book, write:

Van Nostrand Reinhold Co.
450 W. 33rd Street
New York City, N.Y. 10001

EVALUATION

Much of the material which forms the nucleus of Instructional Product Research was field tested by SWRL staff in 1966 and 1967 during Title IV ESEA Research Training Institutes and at workshops on curriculum evaluation held in Minneapolis, Washington, D.C., Santa Barbara, Riverside, Las Vegas, San Diego, and elsewhere.

The 1967 Los Angeles, St. Louis, and Philadelphia institutes, for example, provided an opportunity for the tryout and evaluation of 22 selected instructional product research and development sequences. Eighty-six key school personnel representing 15 states and Washington, D.C., were selected from a total of 257 applicants to participate in this institute.

Pre- and posttests results indicated substantial gains for each cluster of institute objectives relating to the content of the 22 instructional sequences. Participants were also asked to repsond to a series of seven-point scales made up of six bi-polar continua for each of the 22 instructional sequences. Results indicated that the sequences were quite favorably received.

In addition, participants were asked to respond to a follow-up questionnaire pertaining to their institute training. Of the 86 questionnaires mailed, 68 were completed and returned in time for analysis. Sixty-four percent of the participants reported that all of the materials have assisted them "very much" with their post-institute activities. Twenty-two percent indicated they had changed positions since the institute; almost all reported that attending the institute was instrumental to the change.

Based on information from the institutes and workshops, the instructional sequences were appropriately revised and seven were chosen for publication in the instructional product research area.

COMMENT

This is an excellent introduction to the basic skills for dealing with data which an evaluator needs as much as the researcher does. The book is very well-designed, and deals clearly with areas which the uninitiated may hesitate to tackle. The self-test exercises which follow each presentation of content enable the learner to make sure he has mastered one concept before moving on. The book cannot by itself turn the learner into an experienced evaluator, but it is intended to give him or her a good grounding in some of the skills an evaluator needs.

INSTRUCTIONAL PRODUCT DEVELOPMENT: Rules for the Development of Instructional Products

SWRL-2

INTENDED USERS

This book is intended for "the novice in educational research and development"--that is, people in education who want to use development skills rather than make a scholarly contribution to the field.

TYPE OF EVALUATION ADDRESSED

Curriculum evaluation, formative evaluation

APPROACH TO EVALUATION

The purpose of the evaluation procedures in this sequence is to provide information which the product developer can use to decide how to revise his or her product.

MAIN EMPHASIS

"Rules for the Development of Instructional Products" is one of seven instructional sequences concerned with various aspects of product development. This sequence covers the development of a product through the following stages: formulation, instructional specification, item tryout, product development, product tryout, product revision, and operations analysis. Evaluation is presented as an integral part of the development cycle.

GOALS AND OBJECTIVES

Goals or this sequence are to enable the learner to:

1. identify instances of rule violation in instructional product development operations.
2. to designate appropriate revision procedures for given descriptions of instruction related to:
   a. product formulation
   b. instructional specification
   c. prototype test item tryout
   d. product development
   e. product tryout
   f. product revision
   g. operations analysis

MAIN ACTIVITIES

Learners read the product development rules for each of the seven phases of development discussed; do exercises which involve reading a capsule case history and deciding whether any development rules have been broken; and reading a feedback section which discusses the actions of the people in the history.

PROVISIONS FOR USE

A. Format: Self instructional book with user exercises and feedback.

B. Personnel: no additional persons needed

C. Product components: Instructional Product Development

D. Resources needed: none

E. Time needed: one to three 1/2 hours to read material in this sequence and do exercises.

F. Provisions for Use: none

ADAPTABILITY

This book can be used to familiarize users with product development procedures in an R&D laboratory or center, a school district or building curriculum development office, or as a preservice instructional aid.

COST - book: $7.95

RELATED PRODUCTS

FWL's D.D. &E. Training Resources, Development series, SEDL's handbook--A Development Process.

AVAILABILITY

For copies of this book, write:

Van Nostrand Reinhold Co.
450 W. 33rd Street
New York City, N. Y. 10001

EVALUATION

Much of the material which forms the nucleus of Instructional Product Development was field tested by SWRL staff in 1966 and 1967 during Title IV ESEA Research Training Institutes and at workshops on curriculum evaluation held in Minneapolis, Washington, D.C., Santa Barbara, Riverside, Las Vegas, San Diego, and elsewhere.

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Based on information from the institutes and workshops, the instructional sequences were appropriately revised and seven were chosen for publication in the instructional product development area.

COMMENT

This book treats formative evaluation from the point of view of a product developer. It might also be useful to a teacher who is developing materials for use in his or her classroom. It would probably not be very useful to someone who was concerned with a curriculum or program. The book is attractive, and the exercises very useful in helping the user to assess his or her own progress.

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